

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140055 P015B140055

Northern Illinois Univ



Northern Illinois
University

Office of Sponsored Projects
DeKalb, Illinois 60115-2874
815-753-1581
Fax 815-753-1631
www.niu.edu/osp

Reply to Attn. of: Andrea Buford
Proposal #14-477
June 26, 2014

U.S. Department of Education
Application Control Center
Attention CFDA Number 84.015A/84.015B
LBJ Basement Level 1
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4260

Re: National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Dear Program Officer:

I am pleased to submit, on behalf of the Board of Trustees of Northern Illinois University, a proposal requesting support for a project entitled "National Resource Centers and Foreign Language and Area Studies Fellowships Programs" under the direction of Professor Judy Ledgerwood of the Center for Southeast Asian Studies.

As specified by the sponsor, Facilities and Administrative costs are capped at 8% of total direct costs. The original and three copies are provided, as you requested.

This proposal has been administratively approved and is submitted for your consideration. Please contact us if you require additional information, referencing the proposal number shown above. We would appreciate being advised as developments occur regarding this application

Sincerely,

A handwritten signature in blue ink that reads "Dara C. Little".

Ms. Dara C. Little
Director, Office of Sponsored Projects

National Resource Center and
Foreign Language and Area Studies Fellowship Program
CFDA No. 84.015 A and B

Submitted by

Northern Illinois University
Center for Southeast Asian Studies

Submitted to the

International Education Programs Service
U.S. Department of Education

Application for Federal Assistance SF-424	
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	
* If Revision, select appropriate letter(s): _____ * Other (Specify): _____	
* 3. Date Received: 06/30/2014	4. Applicant Identifier: _____
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
State Use Only:	
6. Date Received by State: _____	7. State Application Identifier: _____
8. APPLICANT INFORMATION:	
* a. Legal Name: Northern Illinois University	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 36-6008480	* c. Organizational DUNS: 0017455120000
d. Address:	
* Street1: 301 Lowden Hall	_____
Street2:	_____
* City: DeKalb	_____
County/Parish:	_____
* State: IL: Illinois	_____
Province:	_____
* Country: USA: UNITED STATES	_____
* Zip / Postal Code: 60115-2860	_____
e. Organizational Unit:	
Department Name: Center-Southeast Asian Studies	Division Name: Liberal Arts and Sciences
f. Name and contact information of person to be contacted on matters involving this application:	
Prefix: _____	* First Name: Andrea
Middle Name: T	_____
* Last Name: Buford	_____
Suffix:	_____
Title: Senior Research Development Specialist	
Organizational Affiliation: Office of Sponsored Projects, Northern Illinois University	
* Telephone Number: 815-753-1581	Fax Number: 815-753-1631
* Email: asosp@niu.edu	

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A and B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 &-002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

N/A

Title:

N/A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

FY2014 National Resource Centers and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="640,352.00"/>
* b. Applicant	<input type="text" value="191,802.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="832,154.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Judy		Ledgerwood	

Address:

* Street1:	Ctr. for Southeast Asian Studies
Street2:	520 College View Court
* City:	DeKalb
County:	DeKalb

* State:	IL	* Zip Code:	60115	Country:	U.S
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* Phone Number (give area code):	Fax Number (give area code):
815-753-1771	815-753-1776

* Email Address:
jledgerw@niu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Northern Illinois University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	164,042	158,576	158,449	147,961		629,028
2. Fringe Benefits	29,128	29,059	29,161	27,764		115,112
3. Travel	23,750	14,650	22,747	14,712		75,859
4. Equipment	0	0	0	0		0
5. Supplies	0	0	0	0		0
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	27,387	42,542	32,565	33,436		135,930
9. Total Direct Costs (lines 1-8)	244,307	244,827	242,922	223,873		955,929
10. Indirect Costs*	19,545	19,586	19,434	17,910		76,475
11. Training Stipends	376,500	376,500	376,500	376,500		1,506,000
12. Total Costs (lines 9-11)	640,352	640,913	638,856	618,283		2,538,404

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Dept. of Health and Human Services The Indirect Cost Rate is 47%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%

Name of Institution/Organization
Northern Illinois University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	81,417	83,729	86,116	88,579		339,841
2. Fringe Benefits	36,885	37,910	38,968	40,058		153,821
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	59,292	62,257	65,370	68,639		255,558
9. Total Direct Costs (Lines 1-8)	177,594	183,896	190,454	197,276		749,220
10. Indirect Costs	14,208	14,712	15,236	15,782		59,938
11. Training Stipends						
12. Total Costs (Lines 9-11)	191,802	198,608	205,690	213,058		809,158

SECTION C – BUDGET NARRATIVE (see instructions)

APPENDIX 1. PROJECT BUDGET

Budget Period 08/15/14 - 08/14/18

	Agency	Year 1	NIU	Agency	Year 2	NIU	Agency	Year 3	NIU	Agency	Year 4	NIU	Agency	Total	NIU	Page #
A. Senior Personnel																
1	Jacobsen, T. Assistant Director, one month summer salary	7,644	24,020	7,797	24,500	7,953	24,990	8,112	25,490	8,271	25,990	8,536	26,500	31,506	99,000	39
2	Dennis, E. Communications Manager (40% Title VI/50% NIU)	16,012	16,911	16,332	17,249	16,659	17,594	16,992	17,946	17,296	18,250	18,500	18,750	65,995	69,700	39
3	Leang, K. AY Krimer instructor (50% Title VI/50% NIU)	16,911	16,911	17,249	17,249	17,594	17,594	17,946	17,946	18,296	18,500	18,750	19,000	69,700	69,700	33
4	Leang, K. one summer month in year 2 for SEASite	-	-	3,872	3,872	-	-	3,872	3,872	-	-	-	-	3,872	3,872	35
5	Crall, R. AY Tagalog instructor (20% Title VI/80% NIU)	14,666	34,222	14,956	35,591	15,258	37,015	15,563	38,496	15,868	40,000	41,111	42,222	60,446	145,324	33
6	Crall, R. one summer month, year 2 for SEASite	-	-	5,541	5,541	-	-	5,541	5,541	-	-	-	-	11,086	11,086	35
7	Serebenjapoi, P. Thai instructor, one summer month, year 1 for SEASite	3,832	-	-	-	6,301	-	-	-	6,301	-	-	-	11,306	11,306	35
8	Tham, T. Burmese instructor, one summer month, year 3 for SEASite	-	-	-	-	12,741	-	-	-	12,741	-	-	-	3,832	3,832	35
9	Zerweh, R. one month summer salary, SEASite Project Manager	22,042	-	12,491	-	12,741	-	12,741	-	12,741	-	12,741	-	47,274	47,274	35
	Total Senior Personnel	81,107	75,153	78,241	77,340	76,506	79,599	84,378	81,932	80,232	84,714	84,714	84,714	300,232	314,024	35
B. Other Personnel																
	Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1	Grad Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1	1 FT GA for SEAS 225, 9 months at \$1392/month (50% Title VI/50% NIU)	6,264	6,264	6,389	6,389	6,517	6,517	6,647	6,647	6,777	6,807	6,937	7,067	25,817	25,817	39
2	5 PT TAs for SEA languages @ \$683/month for 9 months	30,735	13,211	31,350	13,475	31,977	13,745	32,617	14,020	33,269	14,536	34,100	34,750	126,679	126,679	33
3	1 FT GA for Outreach programs 9 months @ \$1392/month	12,528	9,301	12,779	9,487	13,035	9,677	13,296	9,870	13,505	10,000	10,200	10,400	51,638	51,638	39
4	1 FT GA for developing SEASite for 12 months @ \$1392/month	16,704	-	17,036	-	17,379	-	17,727	-	18,075	-	18,423	-	68,848	68,848	35
5	1 FT GA for Administration/finance 9 months @ \$1392/month	12,528	-	12,779	-	13,035	-	13,296	-	13,557	-	13,818	-	51,638	51,638	39
6	Hartati, R. Indonesian instructor- summer GA for SEASite year 1	4,176	-	80,335	-	81,943	-	83,553	-	85,161	-	86,770	-	324,620	324,620	35
	Total Other Personnel	82,935	6,264	80,335	6,389	81,943	6,517	83,553	6,647	85,161	6,807	86,770	88,579	629,028	339,841	35
	Total of A&B	164,042	81,417	158,576	83,729	158,449	88,116	147,961	94,787	147,961	91,521	91,521	91,521	929,260	653,865	35
C. Fringe Benefits																
1	Jacobsen, summer fringe	1,108	-	1,131	-	1,153	-	1,176	-	1,200	-	1,224	-	4,568	-	40
2	Dennis, calendar year fringe	8,807	13,211	8,983	13,475	9,162	13,745	9,346	14,020	9,536	14,536	15,046	15,556	36,288	54,451	40
3	Leang, academic year fringe	9,301	9,301	9,487	9,487	9,677	9,677	9,870	9,870	10,063	10,256	10,450	10,643	38,335	38,335	40
4	Leang, summer fringe	556	-	561	-	566	-	571	-	576	-	581	-	1,639	-	40
5	Serebenjapoi, summer fringe	-	-	803	-	814	-	826	-	837	-	849	-	1,639	-	40
6	Crall summer fringe	-	-	-	-	914	-	914	-	914	-	914	-	1,639	-	40
7	Tham, summer fringe	-	-	-	-	1,811	-	1,811	-	1,811	-	1,811	-	3,622	-	40
8	Crall, academic year fringe	6,160	14,373	6,283	14,946	6,406	15,546	6,536	16,169	6,666	17,317	6,800	18,000	25,387	61,036	40
9	Zerweh, extra comp fringe	3,196	-	1,811	-	1,811	-	1,811	-	1,811	-	1,811	-	6,854	-	40
	Total Fringe Benefits	29,128	36,885	29,059	37,910	29,161	38,968	27,764	40,058	27,764	40,058	115,112	153,821	153,821	153,821	40
	Total Personnel/fringe	193,170	118,302	187,635	121,639	187,610	125,084	175,725	128,637	175,725	128,637	175,725	175,725	744,140	493,662	39
D. Equipment																
	Total Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. Travel																
Domestic																
1	NIU faculty travel to conferences - 4 trips/year airfare only @ \$300 ea	1,200	-	1,200	-	1,200	-	1,200	-	1,200	-	1,200	-	4,800	-	39
2	Director & Asst. Director travel to NRC meetings	600	-	600	-	600	-	600	-	600	-	600	-	2,400	-	39
	airfare 2 people @ \$300 ea	600	-	600	-	600	-	600	-	600	-	600	-	2,400	-	39
	hotel \$150/night x 2 nights x 2 people	600	-	600	-	600	-	600	-	600	-	600	-	2,400	-	39
	ground transportation	150	-	150	-	150	-	150	-	150	-	150	-	600	-	39
3	Director travel to AAS mtg	192	-	192	-	192	-	192	-	192	-	192	-	768	-	39
	per diem \$32/day x 3 days x 2 people	192	-	192	-	192	-	192	-	192	-	192	-	768	-	39
	Year 1: Chicago, Year 2: Seattle, Year 3: Toronto, Year 4: TBD)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39
	registration fee	250	-	250	-	250	-	250	-	250	-	250	-	1,000	-	39
	hotel \$150/night x 3 nights	450	-	450	-	450	-	450	-	450	-	450	-	1,800	-	39
	ground transportation	150	-	155	-	155	-	160	-	165	-	165	-	630	-	39
	airfare	128	-	128	-	128	-	128	-	128	-	128	-	512	-	31
	per diem \$32/day x 4 days	128	-	128	-	128	-	128	-	128	-	128	-	512	-	31
4	University van - proficiency standards workshops	390	-	268	-	268	-	268	-	268	-	268	-	1,072	-	39
	3 trips in year 1, 2 in year 2, one each in yrs 3 and 4	390	-	268	-	268	-	268	-	268	-	268	-	1,072	-	39
5	Mileage for site visits to collaborating community colleges	400	-	472	-	472	-	472	-	472	-	472	-	1,673	-	39

Addressing GEPA Requirements

Northern Illinois University maintains an abiding commitment to equal access to all its programming, on campus, at extension campuses, and internationally. Northern Illinois University is an Equal Employment Opportunity institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, status as a victim or perceived victim of domestic or sexual violence or any other factor unrelated to professional qualifications. The Constitution and Bylaws of Northern Illinois University also prohibit discrimination on the basis of sexual orientation or political views or affiliation. This updated policy is effective as of March 26, 2004, and is applicable to all faculty, supportive professional staff, operating staff, and students at all NIU campus locations, including DeKalb, Hoffman Estates, Naperville, Oregon, and Rockford, Illinois.

Underserved Minorities/Cultural Diversity

Barrier: An exemplary program of interdisciplinary studies would like to reflect the cultural diversity of the population it serves.

Potential Solution: CSEAS is committed to equal opportunity hiring practices. NIU funds the Center for Diversity Resources that works closely with the Office of Affirmative Action. All job positions are advertised extensively on minority-focused list-serves and websites that encourage applications from Latinos, African Americans, women, hearing- and vision-impaired persons, veterans and other minorities. The Office of Affirmative Action rigorously oversees all NIU hiring activities to ensure compliance with federal standards of non-discrimination. All posted job listings specifically encourage applications from minorities and women.

NIU also maintains several fellowships for minorities. Both the membership of the SEA council, executive committee and staffing as well as the student enrollment statistics reflect the success of these endeavors. Documenting evidence is in the text

CSEAS hopes to broaden representation of minority groups by communicating more consistently with ethnic and women's studies programs and by offering new courses that celebrate the role of Hispanics, African Americans and women in SEA (Sections 2, 8). These strategies have already had results. Of the 40 SEA studies minors now enrolled, 62.5% are women, and 11 (27.5%) are non-white ethnic minorities, in line with the 27% overall minority enrollment at NIU.

Women form an overwhelming majority of our students and faculty/staff. The CSEAS also adheres to all policies of the Graduate School in encouraging equitable distribution of FLAS awards among disciplines and underrepresented groups, and is overseen by the Office of Affirmative Action, see above. The CSEAS views such guidelines as its minimal obligation to assure that members of protected classes are provided every opportunity, and we are continually seeking new avenues for advertising our FLAS awards to minority colleges, especially in view of newest initiatives with Title V and Title III institutions. CSEAS already organizes specific events to link to under-represented groups. In fall 2009, CSEAS partnered with the NIU LGBT program to host a guest speaker (see Table 9.1) on LGBT issues in Indonesia.

Participants with Disabilities

Barrier: Potential participants with disabilities should have equal access to all CSEAS programming

Potential Solution: NIU's Disability Resource Center provides services such as interpreters for any visually or hearing-impaired NIU community member. Such resources are also free for anyone who needs them in order to participate fully in university-sponsored events. All announcements (print and electronic) about events organized by CSEAS contain the following information : "If you are a person with a disability who may need assistance at any center-sponsored event, contact office manager Nancy Schuneman at 815-753-1771 or nschunem@niu.edu". The building that now

houses the CSEAS administrative offices was extensively remodeled in late 2006; the building is now equipped with a ramp entrance and a restroom designed for persons with a mobility impairment. Moreover, NIU requires that all classrooms and conference rooms where we host our activities be wheel-chair accessible. In 2003, CSEAS devised a Braille map of SEA that is available to any student needing assistance in learning the geography of the region. In the redesign of the SEASite website, principles of universal design will be used, increasing its availability to people who are blind.

Information to Meet Statutory Requirements

1. **An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.**

Activities at CSEAS already reflect diverse perspectives and a wide range of views and generate debate; faculty come from a wide range of disciplines and backgrounds. Activities such as our speaker series, conferences, exhibits, and films bring a wide range of voices to the campus and the community. This diversity will only be increased with the NITTP programming in collaboration with area community colleges outlined in this proposal. Activities at the NITTP partner campuses will bring new ideas and voices to NIU, and CSEAS programming will help infuse international foci to the community colleges. CSEAS's collaborations with universities in the SEA region also ensure a wide range of opinions and approaches.

2. **A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

In a targeted way, CSEAS gives priority to FLAS applicants who say they are preparing for jobs in government service. The Political Science department at NIU in particular regularly trains graduates for careers in public service, including intelligence. CSEAS has worked hard over the last grant period to extend the range of courses and opportunities beyond the humanities and social sciences. While we are strong in the areas of language, culture, and history, we now also offer classes and research opportunities in the sciences, business, and public health. CSEAS has been closely involved with the development of two new programs at NIU: Environmental Studies and NGO studies, both of which offer excellent opportunities for graduates with SEA area studies training.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

- Africa
- Canada
- East Asia
- International
- Latin America & Caribbean
- Middle East
- Pacific Islands
- Russia / Eastern Europe / Eurasia
- South Asia
- Southeast Asia
- Western Europe / Europe
- Other (specify) _____

APPLICATION TYPE

- Comprehensive NRC and FLAS
- Undergraduate NRC and FLAS
- Comprehensive NRC only
- Undergraduate NRC only
- FLAS only

Abstract

The Center for Southeast Asian Studies (CSEAS) is the only NRC at Northern Illinois University, and thus stands out as a flagship program with significant institutional resources, including the nation's only Center for Burma Studies and an outstanding SEA library collection. We propose building on this strength and institutional support in the following areas: Increase the number of undergraduate students studying SEA languages and area studies, particularly minority and low income students, and connect them with opportunities for further academic study or SEA-focused careers. Through our graduate program, with its current strengths in anthropology, history, and political science, we seek to increase the U.S. supply of trained specialists in this strategically important region in research, government, business or the nonprofit sector. NIU is committed to continuing its generous institutional support. A significant number of SEA dedicated tenure-track lines exist across several core departments: Anthropology (3), History (4), and Political Science (4). NIU teaches five Priority SEA languages: Burmese, Khmer, Indonesian, Thai, and Tagalog and will offer Vietnamese this year in a distance learning exchange with UW-Madison. In support of this commitment to SEA language studies at NIU, the university provides tuition waivers for FLAS students and for Fulbright FLTAs. NIU has some of the greatest numbers of students studying SEA languages in the country, over 1,000 students at all levels of the languages in the past four years. Across the same period 46 NIU students studied at the intermediate or advanced level of the languages in SEA and 59 attended field schools there. CSEAS has an undergraduate minor and a revised graduate curriculum that includes a new Graduate Certificate in SEA Studies. Over the past grant cycle, CSEAS has averaged about 40 undergraduate minors and about 30 graduate concentrators annually. NIU offers more than 50 courses that contain 25% to 100% SEA content. The course listings at the graduate level also include over 50 courses, 26 of them with 100% SEA content. In recent years we have added courses in Geography, Business and Public Health. One of the goals of the new graduate certificate is to draw students from business and STEM fields, as well as non-degree students interested in the region. NIU has extensive and active collaborative relationships with universities across the region, particularly in Indonesia, Thailand, Cambodia and most recently Burma, thus fulfilling the invitational priority. In line with the new competitive preference priorities, CSEAS is initiating the Northern Illinois Teacher Training Partnership (NITTP), a collaboration between four area community colleges and the NIU Center for Latino and Latin American Studies. The partner institutions: Elgin Community College, William Rainey Harper College, Waubensee Community College, and Triton College, are all Title V and/or Title III eligible, and all Hispanic Serving Institutions (HSI). NITTP projects include: increasing participation in programs across the partnership, subsidizing study abroad participation by faculty, annual workshops on international themes, and distance language classes so that students at NITTP institutions can join beginning SEA language classes remotely. These students would then be eligible to apply for FLAS fellowships as they transfer to NIU. This program, combined with considering financial need in FLAS fellow selection, is aimed to increase minority and low-income participation in SEA programs. CSEAS is also collaborating with the Department of Foreign Languages and Literatures to create new SEA language teaching certificates and a program for teacher licensure students to do SEA language teaching as afterschool programs at area elementary schools. Third, we plan to extend the usefulness of SEAsite, the NIU SEA language instruction website, by re-purposing the language drills and exercises as applications for hand-held devices. This new programs could be used nationally by universities teaching SEA languages and by students for self-study at no cost.

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program
Northern Illinois University

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Project Narrative

1. Commitment to Subject Area. A. Northern Illinois University (NIU) is a comprehensive teaching and research institution with a diverse and international student body of approximately 20,000. NIU is a member of the country's most prestigious public university association – the Association of Public and Land-Grant Universities (APLU). NIU is classified by the Carnegie Foundation in the category of Research Universities (high research activity). NIU was also awarded an elective classification for Curricular Engagement and Outreach and Partnerships, which recognizes institutions of higher education for their collaboration with their larger communities (local, regional/state, national, and global). NIU provides a learning environment that is rich in culture, diverse in experience, and steeped in engaged learning. The Center for Southeast Asian Studies (CSEAS), founded in 1963, stands out as the flagship area studies center in NIU's complex academic setting. NIU's 50-year commitment to SEA studies has been steady and cumulative and is reflected in the financial support NIU provides CSEAS (Table 1.)

Operations. NIU provides equipment, furnishings, and upkeep of the CSEAS building, the FLTA office, and the SEA language-culture website (SEAsite) office and server usage. In 2014 NIU funded human resources including the director, an office manager, an outreach coordinator (shifted entirely to NIU in this grant cycle), and 40% of a communications specialist.

Teaching. Salaries for the 20 core SEA faculty members and 14 other associates and affiliates of the CSEAS are borne by NIU, except 16 % of the Assistant Director's salary, 30% of one SEA language instructor (Tagalog) and 70% of another (Khmer)(increasing to 80% and 50% in this proposal). NIU also pays for a half-time teaching assistant for SEAS 225, the introductory course to the Center's Southeast Asia minor. From 2010–14, there was significant turnover in staffing: The Director retired and a new Director was appointed. The Burmese professor retired

and was replaced with a tenure-track hire (Than). The Indonesian language professor retired and was replaced with an instructor on a two-year contract (with a possible tenure-track search at that time). Most recently, the Thai language professor retired and we have approval for an instructor for one year and a search for tenure-track replacement to begin in fall 2015. One political scientist also left, and we have approval to hire a replacement in international relations. The only position lost was one SEA specialist in computer science. We were able to add Khmer language instruction in the last grant cycle, but could not add Vietnamese due to budget cuts. This year we will be offering Vietnamese remotely through a language exchange program with the University of Wisconsin-Madison.

Table 1. Minimum Institutional Support for Southeast Asian Studies 2013-2014	
Salaries	
Language and Lit Instruction	\$249,210
Non-Language Instruction	\$1,407,430
Administrative Staff	\$320,690
Library Staff	\$175,385
Student Support	
FLAS & GA Tuition Waivers	\$200,148
FLTA Program Support	\$20,066
Other Expenditures	
Faculty & Admin Travel To SEA	\$25,145
Library Acquisitions	\$68,038
Equipment & Office Support	\$11,775
TOTAL	\$2,477,887

Library. Since 2010, NIU's Southeast Asian library collection has been internally funded (salaries, subscriptions and purchases). NIU has obtained federal funding for its SEA digitization project (Section 5).

Linkages. NIU has been especially supportive of efforts to link to both institutions in SEA and those that study SEA. In the past 4 years, at least 15

CSEAS associates have made multiple trips to SEA with NIU funding. Almost all of these trips have been aimed at connecting with institutions in the region to facilitate student and faculty exchange, and conferences and collaborative research. The Dean of the College of Liberal Arts and Sciences (CLAS), the Associate Vice-President for International Affairs, and the director have made annual trips to SEA, most recently in March 2014. Over the past 4 years we have signed MOUs with universities in the region, primarily in Indonesia (11), Malaysia (2),

Cambodia (4), Thailand (5), the Philippines (1) and in Burma (1). All costs of these trips have been paid by NIU. NIU has also hosted delegations from Indonesia, Malaysia, the Philippines, Thailand, Cambodia and Burma. For the past four years NIU has hosted the Indonesian “Sandwich” program where instructors from regional universities who are between MA and PhD levels are matched with NIU faculty mentors and use the library with a goal of completing their PhD dissertations. We have established dual-degree programs with universities in Indonesia, Malaysia, and Thailand. NIU joined the 2012 IIE Myanmar initiative, a partnership of 9 US Universities. One outcome is collaboration between NIU, Arizona State, the University of Washington and Rutgers University to train 6 Burmese librarians from 4 different libraries in Burma. The PYLP and SEAYLP youth leadership programs have also increased our linkages to high schools and universities in SEA.

Outreach activities of the Center are directed by an Outreach Coordinator. During the last grant cycle, funds for this position were shifted from the Title VI grant entirely to NIU. She is supported in this position by a communications specialist who is funded 60% from NIU and 40% from the grant. The outreach GA was lost during the budget cut, but has been partially restored using NIU Foundation funds. Numerous local outreach activities are undertaken by faculty associates on a volunteer basis, for example giving presentations or demonstrations at local primary schools, or offering performances of the gamelan orchestra for local events.

Students: NIU continues to provide strong support for CSEAS students at the undergraduate and graduate levels. Nine undergraduate/faculty teams received Undergraduate Research Apprenticeship (URAP) awards in the past four years; two students received Undergraduate Special Opportunities in Artistry and Research (USOAR) awards to conduct faculty-directed research abroad; and students had the opportunity to attend 10 field schools in SEA (see tables 3-

5). NIU provides summer salary for the in-country faculty who run these study abroad programs. Some NIU departments provide teaching assistantships to graduate students in SEA studies, both American (non-FLAS) students and students from SEA. NIU has just initiated a new scholarship for SEAYLP alumni, offering them free tuition to complete either a BA/BS or a master's degree.

1.B. NIU's institutional support for FLAS students is similarly remarkable. Since 1987 NIU has offered **full tuition waivers** for any student supported by a FLAS award, 17 per year for the last four years. With funding from the Thai Studies Teaching and Research Fund (established with a donation from the Thai government), NIU has funded 15 students to conduct MA and PhD thesis research in Thailand. Moreover, NIU provides tuition waivers and payment of fees for the FLTAs who teach Burmese, Indonesian, Tagalog, and Thai. FLTAs work closely with the FLAS awardees studying these languages at intermediate and advanced levels.

2. Curriculum Design. Since 1976 NIU has offered a minor in SEA studies. This is a well-established component of NIU's baccalaureate program. Every year, CSEAS distributes information about the minor via targeted discussions with student advisors in the 7 colleges of the university, material on the CSEAS website and at NIU recruitment events. The minor requirement consists of 10 hours of a SEA language (or 12 of Mandarin) and 9 more hours of SEA courses from at least 2 departments. CSEAS also offers a SEA studies contract major, negotiated by individual students with CSEAS and CLAS. During this grant cycle CSEAS designed and submitted to the NIU Provost a curriculum proposal to add an undergraduate major in SEA studies. The proposal was not accepted because of statewide budget restrictions on establishing new majors. We will resubmit this proposal in the next grant cycle.

Over the past 2 years CSEAS undertook a complete review of our graduate and undergraduate curricula, dropping some courses that are no longer taught and adding new

courses. For clarification, we now have our own designation: SEAS. Our gateway course to the minor is now SEAS 225. This course fulfills a general education requirement and is taken by students across the university. In fall 2013 and spring 2014 the course had 40% and 31% enrollments respectively of students from outside the social sciences and humanities in the colleges of Business, Visual and Performing Arts, Health and Human Sciences and Engineering. SEAS 225 enrollments averaged 38 per semester across the four-year period, with a high of 53 in fall 2011. This multidisciplinary course is team taught by CSEAS associates across several departments. NIU offers more than 20 (100%) undergraduate SEA courses and 38 courses that contain 25% to 50% SEA content. The number of students enrolled in SEA classes varies by year based on course offerings. Course enrollments in courses with an SEA focus across the grant period was up slightly from the last cycle to 1,825 with enrollment as high as 2,694 in the peak year of 2010–11. The number of minors also peaked in that year at 57, with 48 (plus 3 contract majors) in 2011-12, 45 in 2012–13, and 27 minors in June 2014 (21 just graduated).

The core requirement for the current minor and contract major in SEA studies, as well as for the proposed major, is language. Students must complete at least 10 hours instruction in one of the national languages of SEA taught at NIU (all priority LCTL). Most minor students choose to continue on to intermediate language classes with an additional 10 hours of language instruction. Students who complete 20 hours of language instruction generally reach an intermediate proficiency level (the exact level varies by language and student aptitude), and are prepared to enroll in advanced language courses, proceed to graduate programs, and conduct field work in Southeast Asia.

Indeed, the NIU regulation that requires BA candidates to fulfill a foreign language requirement has resulted in the nation's highest undergraduate enrollment in SEA language

courses (Section 4). Every year more than 100 undergraduates enroll in beginning Burmese, Indonesian, Khmer, Tagalog, and Thai classes. Most minors in SEA studies have been drawn to the field by their enrollment in these language courses (or their introduction through SEAS 225). By putting SEA studies and languages at the core of baccalaureate program requirements, NIU and CSEAS have been able to reach out to a diverse, multicultural undergraduate population.

Funding for course development was eliminated in the last grant cycle, but several new courses were taught, including: Seeing Southeast Asia through Film and the Media (FLAL); Censorship and Literature: State and Society in Authoritarian Countries (FLAL); History of Buddhism in SEA (HIST); Ethnicity, Religion and Conflict in SEA (POLS); State Society Relations in SEA (POLS); Music, Dance and Theatre as Visualized in SEA Art (ARTHIST); Origins of Political Order in SEA (POLS); Tropical Environmental Hazards (GEO); History of Political Violence in SEA (HIST); and a seminar in the business school's Experiential Learning program designed for the Caterpillar Corporation called Identification of Critical People and Cultural Aspects when Integrating into New Regions of the World (Thailand) (BUS). Several courses were also revised and significantly updated, including those on the Vietnam War, Indonesian literature, and Asian American cultures.

At the graduate level, CSEAS has designated a new certificate program to begin fall 2014. Following the trends in area studies generally, and within NIU specifically, the program opens up the certificate to "at-large" students who are not enrolled in degree programs. These could include government officials, workers in non-profits/NGOs, educators, or business people. The requirements (12-22 hours) include 10 hours of an SEA language, a required graduate seminar (SEAS 625) and three other courses, one each drawn from three categories: Culture and Arts, Geography and History, and Politics and Southeast Asian Studies. The variable hours

reflect that fact that the language requirement can be met with a competency test in the language or waived for native speakers. The course listings at the graduate level include over 50 courses, 26 of them with 100% SEA content. The new graduate seminar will be taught as an interdisciplinary course parallel to SEAS 225 and will be coordinated by the Assistant Director. Only a few of these courses are available online, but the goal is to increase this number over time, including distance language programs (section 8).

CSEAS previously expanded beyond the social sciences and humanities to include Geography and Public Administration; in this grant period we have developed collaborations with Business, Public Health, and Engineering. Engineering at NIU has partnered with Universiti Malaysia Pahang on a program in instructional technology, which brought a new cohort of Malaysian students to NIU. Profs. Shibata from Public Health and Wilson from Geography have developed a research and training program with Hasanuddin University in Indonesia, which has included summer field schools for students and collaborative publications with Indonesian scholars. Prof. Rosenbaum from Business has taught in Cambodia and Myanmar, and has taught a new course on conducting business in Thailand. Wilson and Shibata are part of a new team of environmental scientists, including professors from Engineering, who are part of a US-Indonesia Partnership Program (UIPP) multi-university collaboration with six universities in Indonesia. The director of the NIU Environmental Studies program, Prof. Lenczewski, will be engaged with this project and is also traveling to Burma as part of a new NIU collaboration with Yatanaban University in Mandalay. It is hoped that the new certificate, with only a year of required SEA language, will be more accessible to students in the sciences and professional schools who often have tight restrictions on their course scheduling. The PhD

programs in History and Political Science still require two years of language training and proficiency exams at the department level

2.B. Much of CSEAS staff time is dedicated to supporting undergraduate minors and contract majors. New candidates to the minor are advised by the CSEAS Outreach Coordinator and, as needed, by the CSEAS Director. We have maintained a steady enrollment of about 40 undergraduate minors across the past 4 years, even given declining enrollments at NIU. Thirty-one graduate students pursue SEA concentrations at NIU, though we expect this to rise with the new certificate program. Graduate students are advised by the Assistant Director as well as by SEA specialists in their departments. Particular attention is given to FLAS awardees.

NIU has been a leading member of national consortia such as Consortium for the Teaching of Indonesian and Malay (COTIM) and Advanced Study of Khmer (ASK) that organize intensive language training in study abroad programs. Over the years we have sent students to these programs when they are taught as well as sending students to other approved language training programs in the region. Through these programs, and MOU arrangements with SEA universities, we have links that allow students to study languages and often stay on after their programs to explore research possibilities. Across the last grant period, 46 NIU students studied intermediate and advanced SEA languages in programs across the region (Table 2). Perhaps most notable, since Summer 2011, we have sent students to study Burmese in Burma.

Summer	Indo/Malay	Burmese	Thai	Tagalog	Khmer	Vietnamese
2014	4	3	1	2	3	1(SEASSI)
2013	4	3	1	1	1	
2012	8	1	3	3	1	1(SEASSI)
2011	8	2	2		2	

NIU also supports cooperative efforts to teach SEA languages in the US during the summer via SEASSI. Since 2011, 6 NIU

students have attended SEASSI. The CSEAS Director serves on the SEASSI Advisory Board.

CSEAS encourages its students to take advantage of the USINDO language program in Indonesia, and had three students (1 undergraduate, 2 graduate) awarded Critical Language Scholarships for Indonesian from the US Department of State (2011 and 2013) and 2 graduate students in the COTI program (2013 and 2014).

3. Quality of Non-Language Instructional Program. A. The Center's strengths are reflected in its enrollments and the number of courses offered. The extent of these courses is matched by their quality. All countries of the region are covered by a variety of courses, but NIU's faculty expertise particularly includes: Thailand, Indonesia, Malaysia, Cambodia, Burma, and the Philippines. We retain a strong presence in the study of Indonesia/Malaysia (4) and Cambodia (5), and we have the only Center for Burma Studies in the US. We were able to retain teaching Burmese language with the hiring of Than to a tenure-track position in FLAL where she also teaches courses on Burmese history and culture.

Our main focused disciplines are Anthropology with 3 tenured or tenure-track SEA professors, History (4), and Political Science (4). CSEAS also has links with Geography (2), Music (1), Public Health (1) and Art (1). NIU has a strong tradition of offering study abroad opportunities in SEA. These courses taught in SEA provide opportunities tailored for students in professional programs, humanities and social sciences. In this grant cycle we have added new programs in public health, audiology and music.

Program	Date	Professor	# of students
CAMBODIA-NIU ANTH FIELD SCHOOL	Summer 2010	Ledgerwood	12
HIST & CULTURE MALAYSIA/BORNEO	Summer 2010	Jones	13
HIST & CULTURE MALAYSIA/BORNEO	Summer 2011	Jones	9
CULTURAL DIVERSITY IN THAILAND	Summer 2011	Molnar	5
PUBLIC HEALTH IN INDONESIA	Summer 2012	Shibata	2
HIST & CULTURE OF MALAYSIA	Summer 2012	Jones	5
STUDY ABROAD IN LAOS	Summer 2013	w/Ctr for Lao Studies	1

HEART OF HEARING IN CAMBODIA	Summer 2014	Chung	5
PUBLIC HEALTH IN INDONESIA	Summer 2014	Shibata	2
EXPERIENCING THE ARTS IN BALI	Summer 2014	Wang	5
Total students			59

Field schools are one example of NIU’s increased commitment to engaged learning; the university through its new Bold Futures initiative is encouraging more one-on-one experiences with faculty and students, more internships and other forms of “real world” experience that take students beyond the classroom. Besides field schools, engaged learning initiatives include the URAP and USOAR programs which involve undergraduates in faculty research. SEA studies faculty have actively engaged students in research under the auspices of these programs.

Table 4. URAP Awards to CSEAS Faculty/Students	
Year	Award
2010–11	GEOG, Wei Luo, “Land Surface Dissection Pattern at Different Spatial Scales”
	GEOG, Wei Luo and John Hartmann, “An Interactive Google Map of Tai Place names with Geo-tagged Photos”
2011–12	FLAL, John Hartmann, “The Language and Art of a Good Laugh: A Contrastive Study of the Thai-Lao Trickster ‘Thanonchai’ in Everyday Thai Comics and Royal Temple Murals”
	HIST, Trude Jacobsen, “Intersections of Desire, Duty, and Debt: Sexual Contracts in Mainland Southeast Asia”
	POLS, Kikue Hamayotsu, “The End of Political Islam? Analysis of Religious Parties in Muslim Southeast Asia”
	POLS, Kikue Hamayotsu, “Women’s Political Participation in Muslim Societies: Comparative Analysis of Islamist Movements in Southeast Asia and the Middle East”
2012–13	FLAL, John Hartmann, “Two Journeys to Kentung: 1887 and 2010”
	GEOG, Ashley Walker and Mace Bentley, “Driving Blind: Vehicular Accidents due to Weather-related Visibility Impairment”
	POLS, Kikue Hamayotsu, “Religious Intolerance and Violence in Emerging Muslim Democracies: Comparative Analysis of Southeast Asia and the Middle East”
Total	9

Table 5. USOAR Awards to SEAS Minors	
2010–11	Emily Kruse (SEAS contract major), “Religion in Cambodia: Effects of Globalization and the Khmer Rouge on Buddhist Practices by Young Cambodian Adults”
2012–13	Ron Leonhardt (HIST/POLS), “The Rise of the Khmer Rouge: An Archival Exploration”

The minor in SEA studies draws students from fields across the university. Of the 56 who graduated in this grant period (53 minors and 3 contract majors), 13 were from anthropology, 20 from political science, 7 from history, 8 from communications, 6 from psychology, 6 from

sociology, 4 from English, 2 from nursing and public health, and one each from accountancy, business administration, environmental studies, marketing music education, philosophy, theatre and women's studies.

The quality of the program is also underscored by our faculty who have been awarded NIU's highest honors—two Presidential Research Professors: Luo (Geography) and Clymer (History) and two Presidential Engagement Professors: Molnar and Russell (Anthropology). Across the program, faculty are active researchers who regularly go to the region, are known in their fields, and have strong teaching records. Several have taught and conducted research as Fulbright scholars in recent years (Clymer, Un, Ledgerwood, and Rosenbaum).

3.B. NIU offers **curricular depth** and diversity in its major non-language disciplinary strengths: History, Political Science, and Anthropology. We also offer courses across 7 other departments in 4 different colleges (CLAS, Health and Human Sciences, Education, and Business). NIU offers more than 50 courses each at the graduate level and undergraduate levels on SEA; about half of these courses have 100% SEA content (see Appendix 3 for complete course listings).

3.C. As noted above, our core **interdisciplinary** course is SEAS 225, an undergraduate introduction to SEA. This course, managed by the CSEAS Director and a GA, covers a variety of topics taught by 9 to 11 CSEAS faculty associates, for example literature, religion, prehistoric migrations, political systems, tropical hazards, colonial history, the Vietnam War, gender issues, and genocide—all drawn together through assigned readings and in-class discussion. This remarkable multidisciplinary course is the chief introduction to SEA and major source of our minors in SEA studies.

Building on this strength, the new graduate certificate program requires a parallel graduate interdisciplinary course. This new course, SEAS 625, will be managed by the Assistant

Director. Following the SEAS 225 model, faculty associates will rotate teaching sections of the course. The course combines the concept of a “great books” course and an exploration of more recent works, which challenge and expand the core concepts of the classics.

Of the collaborations we have tried to seed across disciplines in the last grant period, the most successful has been collaboration with Public Health and NIU’s new interdisciplinary Environmental Studies program. Shibata in Public Health has taught field schools and begun research projects with colleagues in Geography and with Indonesian counterparts. We plan to extend this work to include collaborations with Burma on environmental issues.

3.D. Adequate faculty. As noted above, SEA studies are taught by 20 core SEA faculty members and 14 other associates and affiliates. About 40 undergraduates enroll in the SEA studies minor each semester. Thus the proportion of SEA undergraduates to SEA faculty specialists is about 2-1, before accounting for the Southeast Asianists connected with the library, language learning center, international studies office and affiliated departments. NIU regulations require all instructional assistants to undergo training in pedagogy. In addition to this required training, the FLTAs also take FLMT 597, the FLAL teaching methods course.

4. Quality of Language Instructional Program. A. NIU offers regular instruction in Burmese, Indonesian, Khmer, Tagalog, and Thai, all 5 are priority LCTLs. NIU also teaches Mandarin (an official language of Singapore) and Portuguese (an official language of East Timor). With the retirement of the previous Director, we lost Malay, but students in his advanced Malay class finished out their studies in (the very closely related) Indonesian. An indication of the importance of SEA languages at NIU can be seen in the fact that in the October 2006 national survey of the Modern Language Association, 77% of all US students of Burmese, 13% of all US students of Indonesian, and 10% of all US students of Thai studied at NIU. NIU has borne this

national responsibility to train students in the LCTLs of SEA. The introductory level of each of the languages is taught 5 hours per week, 10 hours across the academic year. Intermediate Thai and Indonesian are also taught 5 hours per week. We are going through a transition similar to many of our peer institutions. With the retirement of Henry (Indonesian) and Hartmann (Thai), both tenure-track faculty, we have hired native-speaking instructors for short-term contracts, but we plan to conduct searches for tenure-track positions within 2 years. We were able to replace our Burmese professor with a tenure-track hire (Than). We continue to have assistance from Fulbright FLTAs who work with advanced-level students and who assist with conversation with the lower level classes.

Table 6. Fall 2010 to Spring 2014 SEA Language Enrollments at NIU				
Language	Beginning	Intermediate	Advanced	TOTAL
Burmese	157	6	14	177
Indonesian	140	30	13	183
Khmer	77	8	21	106
Malay	69	6	24	99
Tagalog	181	24	23	228
Thai	179	26	15	220
TOTALS	803	100	110	1013

In 1997 with support from NRC awards, NIU inaugurated SEAsite, an extensive set of language learning resources and materials, including structured lessons supported by

images, streaming audio, and interactive self-tests. In order to link language learning with societies and cultures of the speakers, each country's site also includes materials on topics such as art, cuisine, history, music, ethnicity and politics. SEAsite is used in our language teaching at NIU and by many universities and individual learners around the world. It includes materials on 7 languages: Burmese, Khmer, Lao, Indonesian, Thai, Tagalog, and Vietnamese.

SEAsite allows CSEAS to reach beyond the students who study SEA languages at NIU, and it is a truly national resource for SEA language learning. Between 2009 and 2012, SEAsite underwent an important upgrade, switching over from individual fonts for all the languages to Unicode. Real audio files were also switched over to the more commonly used mp3 format.

This involved converting and moving thousands of files on the SEAsite server. A 9-day snapshot of usage metrics for SEAsite (2/26/13 to 3/6/13) showed the following (Table 7):

Total page views	305,328
Av page views per day	33,925
Total number of visitors	221,779
Avg. visitors per day	24,642
Total unique IP addresses	133,519

The method of measurement for these figures has changed since the last report, which discussed “hits,” whereas the measurement now is in page views.

Accessing a page generates many hits because each page might have multiple “jpegs” or other images that are counted as a “hit.” SEAsite usage has risen dramatically over time. While it is not possible to compare “hits,” in 2003 SEAsite was accessed from 109,000 unique IP addresses across a one-month period compared to 133,519 unique IP addresses that accessed the site in just 9 days.

In December 2013 the SEAsite server malfunctioned and SEAsite went offline. It is now restored, but this has prompted a reevaluation of the long-term viability and usefulness of SEAsite in its current form. We plan to move exercises and drills to new formats for mobile devices thus rejuvenating and extending the life of this important resource. Funding has already been secured from the Royal Thai embassy to the US for a \$20,000 pilot project to write the code for Thai language lessons on mobile devices. Work will begin in summer/fall 2014.

In addition to language-learning opportunities on campus and through SEAsite, NIU students also study SEA languages at SEASSI and in SEA (Section 2).

4.B. As noted above, NIU offers intensive language training 5 days a week (10 hours per year) at beginning level for all 5 languages, five credits for the 200 level for Indonesian and Thai and 3 days a week at the intermediate level for Burmese, Khmer and Tagalog and the advanced level for all 5. NIU has offered SEA languages at the advanced level for many years under the course titles of FLST (Special Topics in Language or Special Topics in Literature) at 300 and 400

levels. This has allowed considerable flexibility in tailoring courses to the needs of enrolled (mostly graduate) students. As part of the proposed new certificates in foreign language study (Section 8), we will include a new course on language and business practices.

4.C. With 1 tenure-track professor, 2 senior instructors and 2 newly hired instructors, NIU is well-equipped to teach the 5 SEA languages currently offered. This staff of 5 is further supported by Fulbright FLTAs for Indonesian, Tagalog, Thai and, beginning in fall 2014, a FLTA for Burmese. Combining these human resources with resources available through SEASite and the Foreign Languages Department's Multimedia Learning Center, NIU's mission to teach 5 SEA languages regularly is well supported. A tenure-track hire for Thai language and culture has recently been approved and we are optimistic that we will be able to hire for fall 2015.

Our language teachers continue to develop new teaching materials and train to upgrade their skills. Hartmann worked on teaching materials for Thai-American students to improve reading speed and comprehension. Gallo-Crail collected Tagalog reading and listening materials for Interagency Language Roundtable (ILR) Levels 1, 1+ 2, 2+ and 3 and developed short test items. She participated in the ACTFL (American Council on the Teaching of Foreign Languages) ILR OPI (Oral Proficiency Interview) Tester training, which qualified her as an official/certified tester. She also coauthored the *Tagalog Verb Dictionary* (NIU Press, 2011). Leang (Khmer) attended a workshop at Cornell University on computer-assisted pronunciation in September 2013. Leang and Hartati (Indonesian) attended the COTSEAL events at AAS in March 2014, including a roundtable discussion on Southeast Asian languages in assessment and curriculum development. The FLTAs are trained in proficiency methods through apprenticeship programs and in teaching through mandatory teaching assistant training at NIU.

4.D. All SEA language classes require spontaneous student response to authentic speakers and

materials. Textbooks are primarily used as a reference source, and most class work consists of partner work, group discussion, role-play activities, language games, and extracting specific information from authentic texts and visual materials. Our instructors aim is to use and develop materials that train students to function as speakers, rather than meet achievement-driven goals.

All SEA classes are taught in smart classrooms equipped with electronic devices and internet connections so that instructors can employ a variety of media for cultural enrichment, in-class assignments, and as background for language instruction (such as SEAsite, Blackboard, Google Earth, You Tube). Teachers use field trips to introduce students to the culture and to give them the opportunity to practice what they have learned in class.

Following the ACTFL guidelines to determine level of proficiency, all SEA language students are regularly assessed through oral proficiency interviews in order to gauge their progress throughout the semester. At the end of the semester, an exit interview is held to measure each student's progress. The first-year goal for all languages is the development of students' spoken competency equivalent to the ACTFL proficiency rating of novice-high (see Liskin-Gasparro. 1982. ETS Oral Proficiency Testing Manual). The second year courses are designed to bring students to the ACTFL spoken proficiency level of intermediate; and third- and fourth-year instruction centers on mastery of authentic materials designed to promote competency at the ACTFL level of intermediate-high to advanced. All language classes rely on weekly or bi-monthly spoken/written quizzes. ACTFL scales are easily translatable to ILR levels, and the instructors use the "can-do" statements similar to those already used for reporting in IRIS for student evaluation. In addition, students will use "can-do" statements recently published by ACTFL, which have been adapted for NIU language classes, for self-evaluation (http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf).

5. Strength of Library. A. NIU Libraries contains over 2 million volumes of library materials of different formats, including monographs, periodicals, microforms, maps, archival documents, recordings, audiovisual materials, and electronic databases. A highlight of this research library is the Donn V. Hart SEA Collection. Occupying half of the fourth floor of the main library building, this is one of the major SEA collections in the U.S. Today the number of Southeast Asia books is estimated at about 130,000 catalogued titles. The collection contains materials in more than 70 languages, of which 44% are in English, French, and Dutch while 54% are in the vernacular languages of Southeast Asia, usually the national language of each country. The collection holds over 500 periodicals and 2,000 electronic sources accessible to NIU's users. English language sources are especially valuable for undergraduates and the general public, while graduate students, faculty and researchers are the principal users of vernacular holdings. The strongest holdings of books in vernacular languages are Indonesian, Thai, and Malay with Burmese and Tagalog also well represented. Special materials include extensive collections of palm-leaf and paper manuscripts from Burma and Thailand, historical Southeast Asia maps, archival documents, and early printed books on the region. The collection also includes an excellent holding of Southeast Asia music recordings and Southeast Asia films. In 2006–2013 all funding for this superb collection (\$150,000-\$170,000) was provided solely by NIU including \$65,000 in acquisition funds and \$90,000 in salaries for personnel. Other NIU costs are book-buying trips to Southeast Asia, the time devoted by other library faculty and staff.

5.B. Teachers, students, and the general public have easy access to our online catalog from anywhere in the world. As a state-funded institution, users within the US and in other countries are welcome to use the resources available on site and can borrow books from NIU through interlibrary loan systems. NIU Libraries participates in the Illinois I-Share Online Catalog

System and the nationwide Online Computer Library Center cataloguing and circulation system. The collection's future is enhanced by NIU's subscription to a large number of databases and to the Library of Congress' cooperative acquisitions programs (CAPSEA). In addition, the Curator pools resources with CORMOSEA (Committee on Research Materials on SEA), SEAM (SEA Materials), and consortia from American and SEA universities.

Between 2005 and 2011 the USDE awarded the NIU Libraries two Technical Innovation and Cooperation for Foreign Information Access (TICFIA) grants for the development of the Southeast Asia Digital Library (SEADL), <http://sea.lib.niu.edu>, a collaborative project among over 30 institutions in Southeast Asia and the US, led by NIU Libraries, to make research material from Southeast Asia freely accessible online to all. SEADL now contains tens of thousands of digital images of early printed books, manuscripts, archival documents, and photographs from SEA. It also features video interviews of former political prisoners from East Timor and victims of the Khmer Rouge from Cambodia, documentaries on Burmese traditional dance, and selected television programs from Indonesia. Working in collaboration with CORMOSEA, a part of the Association for Asian Studies (AAS), this significant project has brought together US universities with strong NRC SEA centers, as well as universities in Europe and throughout SEA. NIU Libraries has a new collaboration with the Center for Vietnamese and Southeast Asian Studies of the University of Humanities and Social Sciences, National University, Ho Chi Minh City working to preserve Cham manuscripts.

6. Quality of Staff Resources. A. As noted above, CSEAS has 20 core teaching staff and 14 associates and affiliates across the university. This large and expert assemblage of scholars allows us to train over 40 minors and contract majors in SEA studies annually and 1,800 other undergraduates enrolled in SEA-content courses, to conduct research and outreach, and to serve

as a resource for academics, media, government, and the general public (see Appendix 2).

Judy Ledgerwood, full professor in Anthropology and former chair of the Anthropology department, became CSEAS Director in August 2012. A Cambodia specialist, she has served on the editorial board and the SEA Council of AAS, on the board of the Cambodian American Heritage Museum and Killing Field Memorial, on the advisory board of the Center for Khmer Studies, and as a reviewer for Fulbright and NEH. Her position is 50% teaching and research and 50% administration for a 12-month, full-time appointment. Eric Jones, Associate Professor of History, the Assistant Director, is a specialist on Malaysia and Indonesia. Catherine Raymond, Director of the Center for Burma Studies and Associate Professor of Art History, specializes in Burmese and Lao art history and archaeology. The office also includes an outreach coordinator, a communications specialist, an office manager and one GA. Since January 2014, CSEAS has also served as the home for the State Department-funded Southeast Asia Youth Leadership (SEAYLP) program. Ledgerwood is the Project Director, and Maria Nihei is the Administrative Director with a part-time staff of 5. Ms. Nihei has worked on 4 previous iterations of SEAYLP dating back to 2009; we are hopeful for renewal of this project in 2015 and 2016.

CSEAS faculty members are nationally and internationally recognized experts who have published extensively and received funding from national, state, and international agencies. For example, Zerwekh (Computer Science) has over 25 years of experience in SEA distance language learning and software research, mostly supported by competitive federal grants. Almost all of our core faculty are proficient in at least one SEA language. Our newest faculty member, Than (FLAL), came to us from London's SOAS. Her new book *Women in Modern Burma* published by Routledge has received excellent reviews. In 2010, Molnar (Anthropology) published *Timor Leste: Politics, History and Culture* (Routledge), which has quickly become the

standard reference on SEA's newest country. Un (Political Science) edited a 2011 book, *Cambodia's Economic Transformation* (NIAS Press). Most SEA core faculty have been to SEA at least once in the last 3 years on research trips—many 2 or 3 times. Faculty travel, conference attendance and research abroad are supported internally through grants and awards, departments and International Affairs. NIU internal grants also provide support for undergraduate instruction. Most CSEAS faculty associates are tenured and thus eligible for paid sabbaticals every 7 years. Core CSEAS faculty usually teach 2 courses per semester and advise their own undergraduate and graduate students for an average 40% teaching, 40% research, and 20% service position.

NIU regulations require all teaching faculty to post office hours for meeting and advising students. CSEAS associates also interact with students through the student-SEA Club and our weekly seminars as well as through email and Facebook links. Our associates direct students to the CSEAS Outreach Coordinator and to the Director to explore the requirements for SEA minors and contract majors (Section 2). The Assistant Director also meets and advises graduate students, especially FLAS awardees, in addition to overseeing and providing regular lectures in the SEA undergraduate course, SEAS 225.

6.B. Daily operations of CSEAS are managed by the Director with assistance from the Office Manager; bimonthly staff meetings are held to discuss tasks and goals. Annual service reports for each staff member are completed by the Director. The Director also meets regularly with the GA to discuss SEAS 225 and to solicit comments. The Director submits an annual evaluation of the Assistant Director to the department of tenure. New bylaws for the CSEAS were just approved in 2013 to revise the system of advising and evaluating the Director and Assistant Director. The bylaws lay out the roles for the two CSEAS oversight bodies. First, the Director meets monthly with a council of all CSEAS associates, the core teaching faculty (sections 3 and 4), instructors,

the curator of the library's SEA collection, and professional staff. A student representative also joins these meetings. Second, the new bylaws create an advisory committee consisting of 5 CSEAS associates who are elected by the Center council. The 5 represent country groups: Thailand/Laos, Malaysia/Indonesia/E. Timor/Bunei, Cambodia/Vietnam, Burma (Myanmar), and the Philippines/Brunei. Members are elected for 2-year terms. The other standing committees of the council are: Fellowships, Library Users, Outreach and Public Programming, Graduate School Recruitment and Curriculum. The Fellowship Committee ranks candidates for scholarships and awards, including FLAS.

Other oversight in Center workings includes reviews by the Controller's Office, Office of Sponsored Projects, and Grants Fiscal Administration Office. In 2013 CSEAS completed the Program Review process required by the State of Illinois Board of Higher Education for all programs in a 7-year rotation. The major findings of this review were extremely positive: "The Center for Southeast Asian Studies continues to be an exemplary program of interdisciplinary studies at NIU, effectively combining teaching, research, and service on this important region of the world."

6.C. CSEAS is committed to equal-opportunity hiring practices (see General Education Provisions Act - GEPA). NIU funds the Center for Diversity Resources that works closely with the Office of Affirmative Action. All job positions are advertised extensively on minority-focused listservs and websites that encourage applications from Latinos, African-Americans, hearing- and vision-impaired persons, veterans, and other minorities. The Office of Affirmative Action rigorously oversees all NIU hiring activities to ensure compliance with federal standards of non-discrimination. All posted job listings specifically encourage applications from minorities and women. NIU is currently in the process of hiring a new Diversity Officer who will serve at

the cabinet level of the university in the office of the Provost. The CSEAS Director maintains contact with the directors of Black Studies, Asian American Studies, Latin American Studies, and the new Gender and Sexualities program to alert them to CSEAS programs and seek collaboration. In the last year CSEAS worked closely with the Asian American Center to conduct outreach to area high schools with significant Asian American populations. NIU also maintains several fellowships for minorities and a Disability Resource Center that provides resources such as interpreters for any physically disabled or visually or hearing-impaired applicants. Such resources are also free for anyone who needs them to participate in university-sponsored events. Ten Center council members are members of minority groups, four of these are tenure-track positions; women comprise half of the council.

7. Outreach Activities. CSEAS has an extensive outreach program that includes projects with K-12 teachers, community college and undergraduate institutions, local community organizations and national audiences. Because the last funding period included the celebration of our 50th anniversary, the activities level was above that of a normal grant cycle.

SEA Studies: K-12. For three years (2009–10, 2010–11 and 2011–12) and again in April 2014, CSEAS has hosted the Southeast Asia Youth Leadership Program (SEAYLP) funded by the US Dept. of State. This project brings 60 high school students and adult leaders from the ASEAN countries to NIU for training in leadership, collaboration, cultural study of the US and specific topical sessions. This program has a significant outreach component to the regional Illinois community. The students from SEA spend time at two area high schools shadowing American counterparts and learning about the US education system. Participants also spend at least one week living with an American family. In 2014, for the first time the program also included 15 American students who participated in a Global Youth Leadership Camp. There was also a

community picnic, public cultural performances by SEAYLP participants, visits to primary schools, and a day spent with local government officials. These interactions have dramatically increased attention to and knowledge of SEA within the community. SEAYLP's outreach impact parallels that of two other State Dept. programs administered by CSEAS associates, Philippine Youth Leadership and Indigenous and Minority Leaders in the S. Philippines.

Every year CSEAS participates in GlobalFest, a statewide celebration of languages and cultures for high school students sponsored by the Illinois Council on the Teaching of Foreign Languages, Rotary International, and the NRCs at the University of Illinois. Other regular outreach activities include programming at area public schools and libraries. Under the direction of the Outreach Coordinator, SEA teaching resources developed by CSEAS are widely distributed especially through the CSEAS website, www.cseas/niu.edu. The website averages 2,500 unique visitors a month with an average 7,500 pages visited. Approximately two-thirds of visitors are from the US, with one-third from Europe and Asia. Eight of the top ten pages downloaded are resources pages from the Outreach section (the other two pages are the weekly CSEAS e-bulletin and an information page about SEAYLP).

SEA studies and post-secondary institutions. As mentioned in Section 4 above, one of NIU's outstanding contributions to education on SEA languages and cultures is SEASite (seasite@niu.edu), the web portal devoted to SEA language and scholarly materials. The site is used regularly by language classes and individuals doing self-study of all seven national languages of the region (section 4).

The Center's weekly lecture series every Friday draws scholars from around the Midwest, and with NIU Graduate School funding at least two national level speakers per year. Those in attendance include NIU faculty and students as well as faculty from surrounding

campuses. CSEAS regularly hosts the Council on Thai Studies (COTS), alternating with UW-Madison and Ohio University. COTS was at NIU in 2013. NIU recently hosted large international conferences including the International Burma Studies conference (2012) and Imagining Cambodia: Cambodia Studies Conference (2012); and cohosted From the Adriatic to the Sulu Sea: Islam and Identity in Southeast Europe and Southeast Asia (2012) with the Franke Institute at the University of Chicago. The NIU SEA Club hosts a student conference each spring with regular attendance from graduate students from other SEA programs in the US.

During the past grant period, CSEAS ran three recent teacher-training sessions: “Building Our Global Future: Teaching Southeast Asia to Undergraduates” (NIU, 2012) and “Teaching Southeast Asia to Undergraduates: Burma/Myanmar” (Naperville, IL 2014), and “Globalizing the Future: Infusing Southeast Asian Perspectives into Social Science, Humanities, Education and Business Curricula” (Marietta, GA, 2013). The 2014 training on Burma attracted 26 educators, including instructors from 9 area community colleges. We also recently concluded a multiple-year project to assist Texas State University-San Marcos (a Title V institution) to develop a certificate program in SEA studies there. Ledgerwood participated in a NEH-funded SEA workshop to train local community college teachers in the Lowell, MA region. CSEAS plays a national and regional role in building up SEA studies in the broader academic community.

SEA studies and the general public. Over the last grant period CSEAS greatly expanded its electronic outreach efforts, in part by hiring a full-time Communications Manager (40% NRC, 60% NIU). Since 2011, she has raised the Center’s profile by leveraging existing print and electronic communications channels, adopting social media, and using Google analytics and other NIU metrics to verify results. About 250 individuals, 25% of nearly 1,000 people who

receive our weekly e-bulletin, click through the bulletin every time it is posted, according to Google Analytics. Our annual *Mandala* newsletter now goes out to 950 e-recipients, with 250 print copies distributed at conferences and selected events. The Center's Facebook page, created in 2011, has 592 individuals linked to the page as of June 2014. Facebook subgroups include pages for SEAYLP participants, the SEA Club, alumni, FLAS alumni, and summer FLAS awardees, and are actively used by members.

In fall 2010, CSEAS and NIU Press began collaborating on a new Southeast Asia book series with five books published so far. The Press is also continuing to publish and distribute selected books previously developed by CSEAS, including a SEA survey book and Burmese and Vietnamese language texts. NIU's Center for Burma Studies publishes *The Journal of Burma Studies*, one of only two scholarly journals of Burmese studies in the world.

Most of CSEAS's outreach activities at NIU are open to the public, including those organized around conferences. During the 50th anniversary year in 2012–13, the NIU Anthropology Museum exhibited "Rarely Seen Southeast Asia: Art Artifact and Ephemera," curated by a CSEAS associate emeritus and art historian, while the NIU Art Museum exhibited works by contemporary Cambodian photographers. The School of Music presented "A Celebration of Southeast Asian Performing Arts" showcasing classical and modern performances, including acclaimed Malaysia pop star and NIU alumna Amirah Ali, to a near capacity audience of several hundred people.

8. Program Planning. A. NIU's new President Doug Baker has initiated "Bold Futures," a set of new initiatives focused on student career success. University-wide priorities under these initiatives include engaged learning, close mentorship of students (including increasing internship opportunities and improved advising) and better relations with local and regional

communities. Goals include increasing partnerships with area community colleges and strengthening articulation processes. Transfer students already account for 44% of the NIU student body, about 30% of who are minority students (approximately 17% African American and 13% Latino). Latino Americans are the fastest growing minority population, increasing approximately 2% per year. NIU is therefore on track to be a HIS by 2020. Another focus of Bold Futures is enhancing international programming, through recruitment of more international students, and also through setting up dual degree programs and other partnerships with non-US universities. These new initiatives and goals are perfectly aligned with the new NRC/FLAS priorities. The programs that follows is therefore “Bold Futures: Southeast Asia,” a four year plan to build collaborations with minority serving community colleges in our region, to further improve language training at NIU and nationally by extending SEASite to new devices and establishing certificates in key languages, and to provide more engaged learning opportunities, including new field schools and internships that complement our already strong inventory of language and area studies courses.

Northern Illinois Teacher Training Partnership (NITTP): CSEAS is launching a new collaboration with community colleges in the greater Chicago/northern Illinois region. This new initiative has the strong support of the CLAS and the NIU Community College Relations office of the Outreach, Engagement and Regional Development Division. It is designed to be long term and sustainable beyond the NRC grants cycle. NITTP directly addresses the priority of providing teacher-training activities in SEA languages, area studies, and themes of the Center’s programs and the competitive preference priority to focus on minority serving institutions and community colleges. Among the currently funded Centers for SEA studies, NIU is uniquely situated to fulfill these priorities. NIU is the only undergraduate SEA center, offering undergraduate as well as

graduate FLAS awards. Second, under the Illinois Articulation Initiative, students who complete an AA degree at any public and some private two-year institutions in Illinois may transfer those credits to satisfy general education requirements at four-year public institutions. Currently 44% of the total undergraduate students and about 33% of the SEA minors at NIU are transfer students. Third, because of the ILLINET and CARLI interlibrary loan networks, community colleges in Illinois can already access the SEA library collection at NIU. Fourth, we plan to reorient the Outreach Coordinator position to run this program (while still performing duties to outreach to area K-12 schools and the general public).

Sixteen community colleges in northern Illinois are designated as Title III, Title V institutions; in this grant cycle we have selected 4 such institutions to include in a collaborative partnership: Elgin Community College, Triton College, Waubensee Community College, and William Rainey Harper College (the latter is Title III eligible and is designated a Hispanic Serving Institution). These colleges were selected in consultation with the NIU Center for Black Studies, the Center for Latino and Latin American Studies, the Asian American Center and the office of Community College Relations. They are all within a 50-mile radius of DeKalb, and they all have global studies or international studies initiatives underway. All 4 teach Chinese (Mandarin) language. This program is also an Intra-NIU project, NITTP will be coordinated between CSEAS and the Center for Latino and Latin American Studies (CLLAS) which is also applying for Title VI funding. All of the areas where these colleges are located have significant Latino populations as well as Asian-American populations, including Lao and Vietnamese-Americans in Elgin, Filipino-Americans near Triton and Harper, and a significant number of newly arrived Burmese refugees near the Waubensee campus in Aurora.

In consultation with these colleges we have designed 4 areas of collaboration. The goal is to dramatically increase the interaction between the five institutions. The first and perhaps most obvious step is to set up a fund to pay for transportation and subsidize registration fees for students and faculty at the 5 schools to attend events at each other's institutions. This will include the funding for NITTP faculty and students to attend the activities listed below in this proposal: international conferences on World Music, Religious Minorities in Asia, and Burma Studies as well as our annual student conference, Friday lecture series, and speakers and films. Funding could be used to reimburse mileage or for large events to pay for van transportation (E. 7.). NIU faculty or students could be subsidized to attend events at any of the 4 partner institutions or other area colleges. For example, the nearby College of DuPage will host an Asian Studies conference next year with a focus on SEA where NIU faculty will be among the presenters. Faculty and students from our community college partnership might want to attend. The CSEAS Outreach Coordinator will be responsible for publicizing events across institutions and coordinating reimbursement.

Second, in negotiations on collaborations, community college representatives expressed a strong interest in opportunities for faculty to travel abroad. This is addressed below in the idea for an interdisciplinary, multi-country study abroad program that would build on our strength in offering study abroad programs while allowing educators to visit several countries in the region. The requested funds would help subsidize participation for community college faculty (G.18.). NIU has agreed to cover Field School salary costs. CSEAS is also submitting a Fulbright Group Projects Abroad grant entitled: "The Philippines: Ethno-Religious Diversity and Human Rights in a Transitioning Democracy in Southeast Asia," which would pay for a group of 12 educators, 6 community college teachers and 6 K-12 teachers to spend 1 month traveling in the Philippines

in 2015. Faculty and students from NITTP would also be given priority for this and other field school/travel study opportunities offered through CSEAS across the grant period. The CLLAS will also be applying for funding for faculty study to Latin America, particularly Brazil in collaboration with Elgin.

Third, CSEAS and CLLAS would offer a series of workshops for teachers, focused on community college teachers, but also open to high school teachers for Illinois Continuing Professional Development Units (CPDUs) and other university/college teachers, on enhancing global/international studies courses by adding SEA and Latin American content (G.13.). This effort has been undertaken very successfully in workshops during the last grant period: “Teaching SEA to Undergraduates: Burma/Myanmar” (2014), which was attended by 16 educators from 9 different community colleges, including Elgin, Harper, and Waubonsee. Teachers who attended represented disciplines ranging from social studies to fine arts. Workshops can be coordinated to match the interests of NITTP members, such as work on transnationalism and migration to align with research and teaching at Waubonsee, or with the Global/International Studies major at Elgin. The NIU CLLAS also has a keen interest in this topic and a cross regional workshop on SEA and LA would draw well from across NITTP. The exact topics would be developed in consultation with NITTP members. Harper College’s International Studies and Programs is developing a new 5 year strategic plan for comprehensive internationalization. Their programs typically include 8-10 campus events per semester and about 70 students per year avail themselves of a variety of study abroad and service learning activities. One of their goals is to take faculty overseas on a regular basis, which coincides with grant’s proposal to develop opportunities for faculty to travel to SEA. Harper College also plans to host a series of workshops over the next two years on peace-building in several world areas

including SEA. During the course of the grant, Harper College's regional focus will shift to SEA, and the possibility of travel to the region will enhance the College's focus on faculty development.

Fourth, CSEAS will develop distance learning classes in the SEA languages to offer to students at colleges in NITTP. The first steps to develop this program are being taken in 2014–15 when NIU will offer Burmese language to students at the University of Wisconsin-Madison, and UW-Madison will offer Vietnamese to NIU students. This will allow us to work out administrative issues and learn technology best practices. In year 2 of the grant we would begin to offer a second language, likely Tagalog, to students at NITTP institutions. Students would remotely join a regular face-to-face class from their own computer. NIU is providing free equipment and special e-classroom for the first year. The budget includes costs to cover this equipment in subsequent years (G.7.). Additional languages could be added as there is demand, likely Thai and possibly Khmer in subsequent years. The obvious advantage to community colleges is that they can extend their language offerings; the advantage for the students is that they will receive the requisite language skills as FLAS fellowship funding at the undergraduate level is available only for intermediate and advanced levels of the language. Thus students who complete the introductory level of the language while still at a community college could transfer in to NIU and apply for FLAS funding (which provides tuition and a stipend) already in their first year. FLAS funding could potentially cover the entire cost of their two years at NIU. Financial circumstances will now be considered when allocating FLAS funding, potentially giving advantages to minority students from partner colleges. Because NIU language classes are 5 hours per semester, one year of any SEA language fulfills the language requirement for a BA degree. This option is often particularly appealing to heritage language learners, children of

immigrants from the SEA who may have heard the language at home, but often have limited speaking and no reading/writing skills. This should serve as an important recruitment tool for the SEA minor at NIU.

CSEAS will also continue important teacher-training activities focused on K-12 teachers, long a strength of our program. Teachers in our K-12 teacher database will be invited to attend the workshops on integrating SEA into the curriculum mentioned above; in addition CSEAS regularly offers K-12 para-sessions as part of major CSEAS conferences where attending teachers can earn Illinois teaching credits (CPDUs). These can be added to the World Music, Religions of Asia, Burma Studies Conference, and other conferences across the grant cycle. K-12 teachers will also be recruited for the Fulbright GPA trip to the Philippines in 2015. CSEAS maintains a web cache of lesson plans and teaching resources for K-12 teachers that are among the most commonly accessed pages on our website (section 7). Our SEAsite language web portal also contains cultural teaching materials and the Southeast Asia Digital Library contains a wide range of resources including large photo/image databases.

NIU Language Teacher Training. We will support the University of Wisconsin's proposed National Language Center by sending NIU language teachers to its training workshops, 1 Thai instructor to train on oral proficiency guidelines for Thai; Burmese and Khmer teachers for the oral proficiency workshops in 2016 and 18, and 4 NIU language teachers for the professional training session for distance learning instruction. We plan to send 3 NIU instructors (Indonesian, Khmer, and Tagalog) for proficiency training to appropriate professional programs (E.4.).

As another main goal of this grant cycle we will address competitive preference priority 2 by proposing a new collaboration with the Department of Foreign Languages and Literatures (FLAL), the unit with NIU's CLAS responsible for training language teachers. We will work

together to include SEA languages and cultures at the primary school level as a form of outreach. While there is no funding for area schools to teach foreign languages at the primary level in the regular curriculum, FLAL has conducted programs in the past to run language sessions in afterschool programs at area elementary schools. Teacher licensure students can get credit for teaching in these programs, as part of their elementary methods class, usually half an hour per week for 6 weeks. Besides vocabulary terms and phrases, the program introduces cultural concepts. FLAL has model exercises from other languages that can be adapted to use at the kindergarten through 3rd grade level. This “SEA for Kids” program could be designed in the first year and run at schools across the 3 subsequent years.

The second collaboration with the FLAL on teacher training is to establish new certificate programs in foreign language study, starting first with Indonesian and Tagalog and then adding other languages. The certificate would require 15 hours of the language plus a course on language and business practices (see Table 8). Students who graduate with a degree in FLAL could add a certificate in a specific SEA language. The program would be submitted to the curricular approval process at NIU in 2015 and applied in 2016 and thereafter.

Table 8. Certificate in Foreign Language Studies Curriculum (15 credit hours)	
FL 101	Beginning I
FL 102	Beginning II
FL 201	Intermediate I
FL 102	Intermediate II
(FL 311	Advanced Conversation)
<p>Note: A new course to be developed (to be put through Curriculum Committee in FY14: <i>FLAL 381: Introduction to Language and Business Practices</i> Basic language course with a general introduction to business etiquette and practices from the cultural perspective. Taught in English with samples in these languages: Chinese, French, German, Italian, Japanese, Russian, Indonesian, and Tagalog.</p>	

Language Support. NIU now regularly teaches 5 of the national languages of SEA; all of which are priority LCTLs: Burmese, Khmer, Indonesian, Tagalog, and Thai. We will add Vietnamese in 2014–15 as a distance learning class taught from UW-Madison, in exchange for students from Madison studying Burmese. NIU provides full support for a tenure track professor to teach Burmese, and instructors to teach Indonesian and

Thai. We anticipate conducting a search for a tenure-track line for Thai during the coming academic year to begin in fall 2015. Our Khmer language instructor is currently 30% NIU funding and 70% Title VI, while Tagalog is 70% NIU and 30% Title VI. In the next cycle matching will increase to 50% for Khmer and 80% for Tagalog. (A.3., A.5.). We also request funding for half-time GAs for each of the 5 languages; these GAs will provide support for teaching large lower-level classes, particularly those adding remote-teaching technologies. (B. 2.).

SEAsite on Mobile Devices for the Next Generation. SEAsite is a web-based resource for SEA languages and cultures, developed over the past 17 years at NIU with primary support from the US DOE's International Research and Studies program and the Title VI NRC program. A widely used and known repository of language learning and cultural resources on the web, it is free to all users (see section 4, Table 7). Started in 1997, SEAsite contains substantial materials for 7 languages (Thai, Tagalog, Indonesian, Burmese, Khmer, Lao, and Vietnamese).

All of these language instructional materials include several types of interactive exercises. For example, students can practice vocabulary with flash-card exercises, they can form answers to questions by dragging words, syllables, or letters. (This is highly useful for non-Latin script languages such as Thai, where students cannot be expected to be proficient in typing in that language.)

For the next generation of SEAsite users, we plan to make several interactive exercise types available in a customized, convenient form for mobile devices. Although mobile devices can use a built-in browser to access the current SEAsite, the user experience will generally be awkward (due to the larger amount of information on pages designed for larger screen) and some interactive exercises might not work in some mobile device browsers (for example, exercises

based on Java applets). We believe that today's students, who almost universally have and use mobile devices, will find practice exercises on their phones and tablets to be convenient and useful. Before the internet, computer-based learning was tied to a specific set of one or a few computers, perhaps at home or in a computer lab. Mobile devices make convenient near-universal access available. Our project has already garnered modest support from the Thai government in the form of a grant to explore these ideas (specifically for Thai) starting in summer 2014. Using these funds we will explore the technologies available to implement our ideas. Briefly, we will need to decide whether to use device-specific programming languages (Android and Apple's iOS) or the newest version of HTML, which supports interactive graphical capabilities. It is important that our products remain functional over time. We will need to learn more about the features and possible limitations of the HTML path before making a final decision. In the half-year beginning in June 2014, using the Thai government funds, we will create several pilot programs (apps) and learn more about the strengths and weaknesses of each approach.

By January 2015, we can move forward on developing several exercise types for the languages. We will begin with simple exercise types, such as "flash card" and "multiple choice quizzes." These will allow us to develop basic programming techniques, user-interface standards, and data format and download/storage standards. We will investigate a student record-keeping database. We plan to develop a template for question data so that content in any language will "look the same" to the program. In order to limit the project complexity at the beginning, we will restrict content development to two languages, one using a Latin script (such as Tagalog) and one using a non-Latin script (such as Thai).

By the end of the first year of the Title VI funding, we plan to have completed at least two exercise types. Achieving these goals in a generalizable manner will clear the way for more rapid progress on other exercise types and other languages. The project will require one professional-level programmer and one graduate assistant for the duration of Title VI funding (A.9., B.4). NIU language faculty will advise and oversee content development and user interface design and receive 1 month's summer salary for the year(s) in which they actively participate (A.4., A.6., A.7., A.8., B.6.). In the two cases (Lao and Vietnamese) where we do not have regular language teachers, we will use current SEASite content as exercise content sources. In addition, we will request modest funds for programming reference materials and a single desktop PC system for program testing/development. (G.4., G.5., G.6.)

Area Studies Curriculum: In the new grant cycle we will begin delivery of our new graduate certificate program (section 2), including the new required graduate seminar (SEAS 625), and continue our undergraduate minor. We plan to resubmit our proposal for a major in Southeast Asian Studies pending approval to do so from the NIU Provost's office. Ten new courses were added in the past 4 years despite cuts in funding for course development. We envision courses developing from our new collaboration with the Environmental Studies Program and Public Health. We seek funding for the development of a new course on Indonesian music and dance to be taught by a visiting Indonesian Scholar in Residence. Ngurah Kertayuda of Indonesian Dance in Illinois would teach for year 1 of the grant (2014–15) (G.19.). Using NIU as a base, he will also help CSEAS develop an outreach program for local K-12 schools to teach Indonesian culture and language through both traditional and contemporary dance and music, and he would help prepare for the 2015 World Music Symposium discussed below.

Study abroad programs: We plan to continue our outstanding study abroad programs, including programs to Indonesia, Thailand, and Cambodia. We also propose a new Crossroads Abroad: An Interdisciplinary Southeast Asia Study Abroad Program. We propose an initiative that couples the efforts of various SEA study abroad programs and delivers them through the interdisciplinary model. Directors of 2 or more SEA study abroad programs would team up to deliver an engaging, multi-country course. This course could also be closely coordinated to coincide with the intensive SEA language programs our students are also participating in (and perhaps more will decide to study in-country as a result). Students would not be our only target audience. With seed money we could offer partial tuition waiver grants for community college instructors from NITTP institutions. (G.15)

Internships: The CLAS has announced increased funding for engaged learning projects under the auspices of Bold Futures plans, which include increasing the number of internships. CSEAS will initiate a new internship program using these funds and will place interns with NGOs, SEA-American community organizations, area museums, and international organizations.

Conferences/workshops: CSEAS proposes several international conferences across the coming grant period: **1. Sounds of Southeast Asia: A Concert to Celebrate the 40th Anniversary of NIU's World Music Program.** The first world music concert on the NIU campus on April 8, 1975, was the result of a world music program established by Prof. Emeritus Kuo Huang Han in the School of Music. This first concert was well received by the NIU community because the Caribbean, Chinese, Indonesian, Indian, Korean, Thai, West African, Yugoslavian, instruments and music styles were seen and heard on campus for the first time. Hundreds of concert programs and outreach programs later, the world music program, led by CSEAS associate Jui-Ching Wang since Han's retirement in 2004, continues to bloom. To celebrate the 40th

anniversary we will organize a Teaching World Music Symposium on April 8–11, 2015, providing a platform for the scholarly exchange of ideas on globalizing music practices in general and developing music education in Southeast Asia in particular. Program alumni will be invited back to perform, and we will reach out to community college partners as well as SEA consulates in Chicago to participate. (G.9.)

2. Religious Minorities in Asia: Politics, Society and the Law. Built on our research and teaching on peace and conflict studies in the past decade, and our strength in the study of religion and ethnicity in multi-cultural communities, this project intends to contribute to the development of research methods and curriculum as well policy debates on religious minorities and pluralism in Asia. The proposed topic is timely in the context of growing tensions between – and within – a religious majority and minority communities across SEA, such as Burma, Indonesia, and Malaysia. We propose setting not only new research agendas but also innovating multi-disciplinary research methods to gain deeper understanding of this trend. The project is part of an inter-disciplinary research collaboration with Cornell University and City University of Hong Kong that K. Hamayotsu is developing with Prof. Chiara Formichi from Cornell. We propose a one-day workshop in spring/summer 2016 to discuss research methods and outcomes – with reference to SEA cases (Burma, Indonesia, Malaysia, and Thailand) – and to invite community college teachers as well students to exchange ideas on developing curricula on multiculturalism and pluralism in Asia. The workshop would be followed up with a main conference in Hong Kong in summer 2016. (G.11.)

3. Peace-Building Summit. In collaboration with Harper College, NIU would co-sponsor a summit on Peace Building in 2015. One outcome of 11 years of US State Department support for the Philippine Youth Leadership Program, which originally was focused on peace and inter-

ethnic conflict resolution in war-torn Mindanao, has been the development of a new interdisciplinary Peace and Conflict Studies program at NIU. Profs. S. Russell and A. Molnar, who conduct research and teach on the subject, would present case studies from the Philippines and Southern Thailand respectively at the summit at Harper. In conjunction with this event, we request funds for a visiting speaker to lead a 3-4 hour faculty and student seminar on a particular recent or ongoing conflict and peacebuilding mission in SEA. (G.13.).

4. The International Burma Studies Conference will return to NIU in fall 2016. This large conference rotates between an international venue and NIU; we request funds for a keynote speaker from Burma/Myanmar (G.12.). NIU will also host the Council on Thai Studies meeting at least once during the next 4-year cycle; this conference is rotated between Ohio University, UW Madison, and NIU (G.14.). A symposium on the ethnography of Burma will also be held at NIU in fall 2014 (G.10.).

Library: A significant part of research materials for Southeast Asian Studies are publications produced by local governments and non-profit organizations. These materials, which are not commercially distributed, can only be acquired by visiting the institutions in SEA. Rare manuscripts, archival documents, and politically sensitive publications are also not available for distant purchases. Due to funding cuts, NIU Libraries is unlikely to support acquisitions trips in the next few years. We therefore request funding for two such trips over the grant period, to cover travel and acquisition costs (G.2.). Each trip would involve 3 countries, at a cost of \$4,000 per trip for a total \$8,000. (E.10.).

Museum Exhibits: The Northern Illinois Karen Diaspora. In 2007, the US Department of State authorized immigrant visas to approximately 10,000 Karen refugees from Burma. A considerable number have settled in northern Illinois, due in part to the 180-year association of

the Burmese Karen with American Baptist missionaries. The primary exhibit components would be personal objects, musical instruments, textiles, and other artifacts; oral history videos of recent Karen immigrants to the area; and interpretive panels presenting Karen history alongside traditional and present-day Karen cultural landscapes in Burma, Thailand, and the US. The exhibition would be mounted at the NIU Anthropology Museum, though some components could also travel to the Elgin (IL) Historical Society, Judson University, the Denison University (Granville, OH) Museum, and St. Olaf's College (Northfield, MN). Subsequently, the exhibition could be mounted at receptive area public libraries, K-12 schools, and community colleges, such as Waubensee, which has a number of Karen/Burmese students. (G.20.)

The Khmer Rouge Genocide. In cooperation with the Midwest Institute for IIE and the University of Michigan, CSEAS will help develop a traveling exhibit on Genocide primarily focused on the Khmer Rouge. CSEAS Cambodia Studies faculty will participate in the development of this exhibit providing expertise. The Midwest IIE will provide funds to develop the exhibit. This builds on CSEAS' experience working in cooperation with the Cambodian American Heritage Museum in Chicago.

Center administration, travel and outreach. In addition to the projects above, we seek funding for administrative personnel support for: the assistant director (1 month salary) (A. 1.), communications manager (60% NIU) (A. 2.), SEAS 225 GA (B. 1.) (50/50 split), and Outreach GA (B. 3.); GA for Administration/Finance (B. 5.), travel support for: the director and asst director (E. 2., E. 3., E. 9.), outreach coordinator (E. 6.), faculty (E. 1., E. 8.) and site visits to collaborating community colleges (E.5.); conference supplies & materials (G. 3.), printing (G. 8.), telecommunications (G. 22.), student promotional videos (G. 17.), contractual obligations (G. 23.), student conference (G. 21.), lecture series (G. 15.) (including videotaping) (G. 16.),

evaluation (Santuzzi) (G. 24.), SEASSI administrative support (G. 25) and all fringe benefits (C.1-9).

9. Impact and Evaluation. A. University, Community and Regional/National Impact. As the only Title VI Center at NIU, CSEAS has a major impact on the life of the university. With some 50 classes each at the graduate and undergraduate levels, many NIU students take SEA classes and attend outreach events even if they are not minors/graduate certificate students. More than 1000 students studied SEA languages across the previous grant period. Thirty-two people on average attend our Friday lecture series. Participation rates and feedback are collected and tabulated for each event, with a 5-point rating scale (1=poor; 5=excellent) (See Table 9).

Table 9 Friday Lecture Series 2013 Titles	Institute	Attendees	Speaker Rating	Event Rating
Kheang Un: What Will Be Next for Hun Sen - the Strong Man of Cambodia? Reflecting on the Recent Cambodian Election	NIU	24	4.71	4.65
Dipika Mukherjee: The Effects of Religious Identity on Language Variation: Case Studies from Malaysia	Northwestern University	22	5	5
Mitch Hendrickson: Tracking the Rise of Angkor from the Edge of Empire: Recent Investigations by the Industries of Angkor Project at Preah Khan of Kompong Svay (Preah Khan) of Cambodia	Univ of IL at Chicago	18	5	5
Truong Vu: Rethinking Revolution in Vietnam: Triumphs or Tragedies on the Road to Socialism	University of Oregon	28	4.84	4.79
Matt Jagel: The First Independence: Son Ngoc Thanh and Cambodia under Japanese Rule	NIU	22	4.31	4.44
Bai Zuefeng: Competing for Influence or Peaceful Coexistence? The Policy Adjustment of the United States and China toward Myanmar	Xiamen University, China	30	4.25	4.5
Srisompob Jitpiromsri: The Formation of Peace Discourse and the Politics of Recognition in the Patani Processes	Prince of Songkla Univ.	71	4.04	4.16
Rosalie Arcala Hall: The Framework Agreement on Bangsamoro: Prospects for Peace in Southern Philippines	U of Philippines Visayas	32	4.71	4.71
Izza Hussin: Making the Muslim State	U of Chicago	28	4.21	4.47
Joanna Catherine Scott: Across Feats of Darkness and Turbulent Seas: Personal Accounts from Refugees Fleeing Oppression after the Communist Takeover of Laos, Cambodia and Vietnam	Poet, Social Activist & Writer	36	4.89	4.79
Chie Ikeya: Intra-Asian Families and Conjugalities in Colonial Burma and Southeast Asia: A History of Intimacies in the Age of Global Empire	Rutgers	45	4.59	4.55

Dozens of NIU faculty across 3 colleges have served as mentors for Indonesian PhD students

who have come to NIU for short-term fellowships to use the library and to improve their research

and writing skills. The NIU Art Museum and Anthropology Museums regularly hold SEA exhibits; the NIU Music program regularly features SEA music productions. Because of ongoing outreach efforts, and the impact of the SEAYLP and PYLP programs, DeKalb and other surrounding communities are very involved with CSEAS programming. Hundred families have served as host families for SEAYLP and PYLP participants, and multiple area high schools have hosted these students for shadowing programs and leadership training. NGOs around the area regularly interact with CSEAS students, hosting them as interns and providing training and employment. Data on recent FLAS-funded graduates follows below (9.D.), but we have many graduates teaching at universities and community colleges in the US (like Robert Dayley, who teaches at College of Idaho and who received Idaho's Professor of the Year award in 2011, or Michael Hawkins who teaches history at Creighton University in Nebraska). We have at least 4 graduates who work for US intelligence agencies, graduates who work in education in the region, and one sitting member of the US Congress, Congresswoman Tammy Duckworth. NIU has long exercised significant impact on the world of SEA language instruction. We publish the most commonly used textbooks for teaching Burmese and Vietnamese, and have recently led in the development of new materials for learning Tagalog. One of our most obvious areas of national impact is our language-learning website, SEAsite (section 4.A). Work in this grant period would use SEAsite as a base from which to design new and innovative interactive mobile device applications, extending the usefulness of SEAsite to a new generation. While NIU has long had extensive impact on area K-12 teachers, the proposal this year focuses on Title III and Title V community colleges in the region with a goal of expanding our teacher audience, extending international education, and using distance learning to draw more community college students into language and area studies at NIU.

9.B Equal Access. One major goal of CSEAS is to increase the diversity of affiliating students and faculty. In addition to NIU guidelines (see GEPA), CSEAS has initiated partnerships with other NIU units, such as the centers for Women's Studies, Latino & Latin American Studies, and Black Studies. Of the 83 SEA minors across the 4-year period, 23% were non-white minorities. Among the graduate concentrators, 42% were minority (13 out of 31). Among undergraduate and graduate FLAS awardees 19.5% were minorities. The majority of the students at the undergraduate and graduate level are women. The Gender in SEA class was revised to be 25% LGBT issues and is now cross-listed as a course in the LGBT certificate program. CSEAS hopes to attract new minority students through our NITTP collaboration with the Center for Latino & Latin American Studies and area community colleges (section 8). Because need will now be considered in the awarding of FLAS fellowships, this may increase the number of minority and low income students recruited from Title V, Title III institutions in the region.

9.C. Evaluation. Since September 2009, CSEAS has worked with an evaluation expert to develop better evaluation tools, involving more direct measurements of specific outcomes. We now have a comprehensive plan for evaluating program outcomes and implementing improvements. The evaluation examines impact on the university, community, region, and nation; impact on educational and work lives of collaborating community college instructors, K-12 teachers, and graduates of NIU; attraction and retention of participants from under-represented groups; and efforts encouraging placement of knowledgeable teachers and graduates in areas of national need. The measurements will include self-report assessments from current and past program participants (community college and K-12 teachers), students, faculty members, staff, and affiliates of CSEAS. In addition, behavioral indicators of satisfaction and quality will be collected each semester. At the end of each semester, course enrollments,

workshop/conference attendance, and evaluations from program participants will be collected for each course or event sponsored or supported by CSEAS. We specifically aim to examine increases in participation among community college teachers, NITTP partners, students from under-represented groups, and graduating NIU students with expertise in SEA languages/content.

Web-based surveys asking participants and students to evaluate the CSEAS events they completed will be administered via e-mail immediately after key events as well as six months following the event to assess the long-term impact of the program. In addition to instructor and course/event quality, the survey will assess 1) degree of knowledge about SEA cultures and languages, 2) likelihood of enrolling in future courses, workshops, or conferences, and 3) desire to incorporate what was learned about SEA into curriculum plans in community college or K-12 courses. Also, survey items will solicit feedback about the changes to the web site and other technology tools. The feedback about new SEAsite technology tools will be supplemented with quantitative information about the number and rate of visits to the SEAsite before and after the new features are available. The use of web-based surveys to collect self-report information will maximize ease of administration, consistency in the measurement tools, and accessibility to past and current Center affiliates.

Evaluation instruments and indices have guided program development within the Center. Formal feedback provided by CSEAS event participants has guided development of future events, speakers and topics. Although past evaluations provided useful information for early stages of CSEAS development, the proposed evaluation plan is more rigorous and comprehensive. Most recently, the evaluator created, validated, and implemented new self-report event evaluation measures that are appropriate for both expert and novices (e.g., high school

Philippines specialist, is pursuing a PhD in History at UW-Madison. The 10 other recipients, including 1 undergraduate, 6 master's students, and 3 doctoral students, continued at NIU.

In 2013–14 there were 4 undergraduate and 13 graduate FLAS students. In 2014, 1 bachelor's student and 4 master's students graduated. The bachelor's graduate has been accepted into the PhD History program at George Washington University where he will specialize on Cambodia. Of the master's graduates, 2 are pursuing doctoral degrees in political science (1 at NIU and 1 at the University of Missouri) and 1 is working at an NGO in Cambodia. Eleven of the 12 remaining students are currently enrolled at NIU, 1 pursuing a bachelor's, 7 their master's, and 3 their PhDs. One of the doctoral students, a Burma specialist, has been named a Boren scholar for 2014–15.

Table 10. Undergraduate FLAS Outcomes 2010-14: What 18 individual awardees are doing now	
5	are pursuing SEA-focused graduate study (4 MA, 1 PhD) in anthropology and history
1	received a Critical Language Scholarship to Indonesia in summer 2013
2	are in law school
1	is working in intelligence for the federal government
1	is enlisting in the Navy
1	is a Fulbright English Teaching Assistant in Malaysia
2	are employed in professional occupations (nursing and public safety)
1	is seeking employment as a middle school teacher
1	has transferred to another university
1	is working in business (after finishing an MBA)
3	are currently students at NIU

Table 11. Graduate FLAS outcomes 2010-14: What 45 individual awardees are doing now	
18	completed SEA-focused graduate study (18 MA or equivalent, 2 PhD) in anthropology, history, political science, music, and art
10	are currently pursuing SEA-focused MAs or equivalent in anthropology, history, political science at NIU
9	are pursuing SEA-focused PhDs at NIU in anthropology, history, and political science; 7 are pursuing PhDs at other universities
1	MM is pursuing a PhD in ethnomusicology at UCLA
1	received a Critical Language Scholarship in summer 2013
1	pursuing MA in international relations at University of Chicago
1	PhD is teaching SEA history at area university
1	MA is an adjunct instructor at area community college
1	NIU PhD candidate is working at the Thailand Institute of Justice
1	NIU PhD candidate is an adjunct lecturer at several area colleges
1	NIU PhD candidate is a 2013-14 Boren Scholar in Burma
1	MA, a PhD candidate at Iowa State, is an intern for USAID
2	MA students are teaching in Cambodia

1	MM is a Fulbright English Teaching Assistant in Vietnam
2	MAs have since received MBAs
1	MA student, a military reservist who studied Indonesian, did not graduate, is deployed in military intelligence

9.E. NRC National Needs and Public Information. CSEAS fulfills national needs by training scholars, federal and state employees, NGO workers and business people. We have run several programs for the US State Department, including SEAYLP and PYLP. NIU faculty regularly provide briefings and scholarly analysis for diplomatic officials and the general public about SEA. We produce language training materials for Burmese, Vietnamese and Tagalog, as well as the crucial online resource SEAsite. Our CSEAS website and the Southeast Asia Digital Library (<http://sea.lib.niu.edu/>) also provide crucial resources for K-12 and university-level teachers as well as researchers. The College of Business ran a special class to develop a training program on cultural issues for Caterpillar for employees who would work in Thailand.

9. F. FLAS Addressing National Needs. As the list of FLAS outcomes above makes clear, NIU graduates help to meet national needs across a range of areas; as an undergraduate NRC we are a feeder school into other NRC programs. In the past 4 years NIU FLAS awardees have entered programs at the University of Chicago, George Washington University, Emory University and UW-Madison. Other graduates have joined government service, including in intelligence agencies, and gone to work in the region in education, development, and refugee assistance.

10. FLAS Awardee Selection Procedures. A. In November, an advertisement will be sent out about the FLAS fellowships for the next academic year. These awards will be announced on the CSEAS website and in the CSEAS weekly e-bulletin—both with national audiences—until the submission deadline. At NIU student advisers and graduate program directors are informed by email and phone call. The CSEAS Director will send letters to the heads of the professional programs and minority student programs at NIU. Other strategies include direct emailing to

students, dissemination by NIU SEA faculty, and canvassing SEA language courses and the undergrad SEA courses. Advertising and recruiting of FLAS applicants will intensify December-January. A 1-day workshop on proposal writing will help raise the FLAS profile. Our workshops were widely advertised and well-attended; this successful program will be continued in 2014–2018. The usual February 1 submission deadline allows departments to make more informed use of their own GA/TA funds for current students. During the 2011–2014 grant, we averaged 32 graduate and 11 undergraduate applicants.

All FLAS applications will be distributed electronically to committee members, who will meet to establish ranking based on criteria specified below. Selected candidates are typically notified by the Director within a few days of this ranking process (mid-February). In the grant's 4th year, there may be some delay pending results of the NRC application (as is the case now).

Summer FLAS. Many of the same selection criteria apply to summer awards, but there are differences. Deadlines for summer FLAS will be January 1, allowing adequate time to coordinate with language institutes abroad and prepare students for overseas travel. Advanced-level students may apply for SEASSI funding, but will be strongly urged (when eligible) to study in SEA. We require written proof of acceptance into a language program in SEA approved by the appropriate NIU language instructor. The awardee must register for a minimum of 120-140 hours of instruction. We will advertise that a summer award is meant for intense language study only.

Competitive Priorities. In consideration of FLAS Competitive Preference Priority 1, for the first time we will consider student's financial circumstances. Students submit copies of their Estimated Family Contribution form. All applicants will be ranked first for high academic achievement; then financial need will be considered to determine rankings among those who are similarly qualified. One hundred percent of FLAS awards at NIU are for the study of priority

LCTLs: Burmese, Indonesian, Khmer, Tagalog, Thai and Vietnamese. In 2014-15 we are piloting remote instruction of Vietnamese to NIU students taught by UW-Madison and in turn are offering Burmese instruction from NIU to UW-Madison. We plan to extend language instruction to minority-serving community college students who could come to NIU after taking their first year of language instruction remotely.

10.B. Students interested in FLAS funding download the application from the CSEAS website and read about the selection criteria and process, including these selection factors: evidence the applicant has taken SEA courses; demonstrated commitment to SEA studies (travel, SEA club, outreach) and need for SEA language in his/her academic program. Priority will be given to intermediate and advanced students. We will post separate applications for undergraduate and graduate FLAS because these are separate pools. In consideration of FLAS Competitive Preference Priority 1, for the first time we will consider student's financial circumstances. We will request that students submit copies of their Estimated Family Contribution form; and the NIU Bursar's office has agreed to check and confirm the figures for accuracy. All applicants will be ranked first for high academic achievement, but then financial need will be considered to determine rankings among those who are similarly qualified. We encourage applications from students at all levels, in all fields, but priority will be given to students from professional units, as well as to graduate students with a commitment to a career in diplomacy, Foreign Service, the military, international trade, security or other federal positions.

Awardees must be registered NIU students or accepted for admission. Application materials required from students include: official FLAS application; official transcripts; GRE, LSAT, or GMAT scores (graduate applicants only); 2 recommendation letters; language reference form; and a statement of purpose. We will inform students of CSEAS expectations:

must be full-time students (no audits); register in at least 1 SEA language course; report any change in study program or status to CSEAS; present a paper at the SEA Student Conference (graduate students only); submit reports and requirements to USED; and agree to maintain contact with CSEAS for alumni tracking.

10.C. The FLAS fellowship committee, composed of 5-6 members of the core faculty with a balance of country and disciplines, will be nominated by the CSEAS Advisory Committee. Because we are applying as an undergraduate NRC, we strive to award at least one third of the FLAS fellowships to undergraduates. In order to have compatible evaluations, each committee member will rank each applicant's file in each category with an overall letter grade score from A to F. We will rank the undergraduate FLAS in a separate pool from the graduate FLAS applications. Many of the same graduate FLAS criteria will apply to undergraduate FLAS awards; however, only students at the second year or beyond in their language training will be eligible for undergraduate awards.

11. Competitive Priorities. Priority 1. CSEAS will begin a new collaborative program with 4 community colleges, all minority serving institutions, and the CLLS at NIU. These programs will inspire teachers at the community colleges to infuse international education, particularly on the languages and cultures of SEA and Latin America into their curriculums. The project includes funds for travel between institutions and participation in activities across the NITTP, subsidizing study abroad costs for community college teachers, collaboration on workshops/conferences and funding to establish distance language learning for community college students who could then proceed on to SEA studies at NIU. This partnership idea has strong support from the NIU administration which sees it as a component of the Bold Futures initiative to improve cooperation with and recruitment from area community colleges. The

program should be long term and sustainable, with the CSEAS outreach coordinator permanently re-tasked to administer this program. Additional community colleges can be added to the NITTP over time. There are 16 Title V, Title III institutions across the northern Illinois region.

Priority 2. CSEAS proposes new collaborative activities with the FLAL Department, the unit with NIU's CLAS responsible for training language teachers. While there is no funding for area schools to teach foreign languages at the primary level in the regular curriculum, we will offer SEA language and culture classes as afterschool programs at 3 local elementary schools.

Teacher licensure students can get credit for teaching in these programs as part of their elementary methods class. Second, we will collaborate with FLAL to establish new certificate programs in foreign language study, starting first with Indonesian and Tagalog and then adding other languages. The certificate would require 15 hours of the language plus a course on language and business practices (see chart 9). Students who graduate with a degree in FLAL could add a certificate in a specific SEA language.

Information to Meet Statutory Requirements

1. An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

Activities at CSEAS already reflect diverse perspectives and a wide range of views and generate debate; faculty come from a wide range of disciplines and backgrounds. Activities such as our speaker series, conferences, exhibits, and films bring a wide range of voices to the campus and the community. This diversity will only be increased with the NITTP programming in collaboration with area community colleges outlined in this proposal. Activities at the NITTP partner campuses will bring new ideas and voices to NIU, and CSEAS programming will help infuse international foci to the community colleges. CSEAS's collaborations with universities in the SEA region also ensure a wide range of opinions and approaches.

2. A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

In a targeted way, CSEAS gives priority to FLAS applicants who say they are preparing for jobs in government service. The Political Science department at NIU in particular regularly trains graduates for careers in public service, including intelligence. CSEAS has worked hard over the last grant period to extend the range of courses and opportunities beyond the humanities and social sciences. While we are strong in the areas of language, culture, and history, we now also offer classes and research opportunities in the sciences, business, and public health. CSEAS has been closely involved with the development of two new programs at NIU: Environmental Studies and NGO studies, both of which offer excellent opportunities for graduates with SEA area studies training.

AOR: The application assures that grant activities will be conducted in compliance with the statutory requirements provided in Section 602 of the HEA, as amended.

Name of Applicant Institution and Center: Northern Illinois University
Center for Southeast Asian Studies

Name of Authorized Representative: Dara C. Little

Title: Director, Office of Sponsored Projects

Signature



Date: 6/27/14

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

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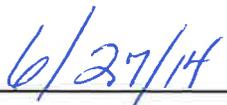
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director, Office of Sponsored Projects
APPLICANT ORGANIZATION Northern Illinois University	DATE SUBMITTED 

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Northern Illinois University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award	3. Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Northern Illinois University 1425 W. Lincoln Highway IL-016 DeKalb, IL 60115-2828 Congressional District, if known: 4c	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: National Resource Centers & Foreign Language and Area CFDA Number, if applicable: _____ 84.015 A and B	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Appendix 2: Profiles for Project-related Personnel

Foreign Language Competence Scale (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Discipline	Name	Percent time devoted to area/international courses or Southeast Asian Studies
Anthropology	Judy Ledgerwood	75%
	Andrea Molnar	65%
	Susan Russell	100%
	Kate Wiegele	25%
Art History	Catherine Raymond	75%
Computer Science	Robert Zerwekh	10%
Division of International Affairs	Lina Davide Ong	N/A
	Deborah Pierce	N/A
Foreign Languages & Literatures	Rhodalyne Gallo-Crail	100%
	Kheang Leang	100%
	Grant Olson	25%
	Tharaphi Than	100%
Geography	Wei Luo	10%
	Jim Wilson	N/A
History	Kenton Clymer	70%
	Trude Jacobsen	100%
	Eric Alan Jones	90%
	Barbara M. Posadas	50%
Library	Hao Phan	100%
	Chalermsee Olson	90% (normally 25%)
Marketing	Mark Rosenbaum	10%
Music	Jui-Ching Wang	75%
Political Science	Kikue Hamayotsu	100%
	Kheang Un	100%
	Danny Unger	60%
Public Administration	Kurt Thurmaier	10%
Psychology	Alecia M. Santuzzi	N/A
Public Health	Tomoyuki Shibata	N/A

NAME: JUDY LEDGERWOOD

Department/Tenure Status: Department of Anthropology/Tenured

Education: Ph.D., Cornell University; M.A., Cornell University

Academic experience: Professor, Department of Anthropology, NIU, 2009 to present; Associate Professor, 2002-09, Assistant Professor, Department of Anthropology, NIU, 1996-2002; Research Fellow, East-West Center, 1993-1996; Professor of Anthropology, Royal University of Fine Arts, Phnom Penh, Cambodia, January-June 1992; Visiting Assistant Professor, Cornell University, July-December 1991

Overseas experience: Cambodia, Summer Field schools 2010, 2007, 2003, 1996, 1995, 1994; Fulbright Senior Scholarship, Royal University of the Fine Arts, 2002-03; Field Research in Angkor Borei, summers 1994, 1995, 1996; National Endowment for the Humanities Grant, 2000-02, Information Officer, United Nations Transitional Authority, August 1992-July 1993; Research funding from Wenner-Gren and the Social Science Research Council, January-July 1992; Director of Cornell University Document Conservation Program, October 1989-July 1991.

Foreign language competence: Khmer = 4

Percent of time dedicated to area/international studies courses: 75%

Area/international studies courses taught: General Cultural Anthropology; Cross-Cultural Perspectives on Women; The Anthropology of Gender; Peoples and Cultures of Mainland Southeast Asia; Power and Gender in Southeast Asia; Post-Revolutionary Cambodia; Cambodia Seminar; Asian American Cultures, The Anthropology of Violence. Research Methods (Field School in Cambodia)

Current research/teaching specializations: Gender and Ideas of Ethnicity; Transnational Movements and Processes; Asian American Cultures, History of Anthropology Theory, the Reestablishment of Buddhism in Post-war Cambodia, Geographical-Southeast Asia/Cambodia

Recent publications:

“Buddhist Ritual and the Reordering of Social Relations in Cambodia,” *South East Asia Research*, 2012, 20(2): 191-205; “Seeing Duch on Trial,” *Searching for the Truth*, First Quarter 2011, p. 53-56; “Is the Trial of 'Duch' a Catalyst for Change in Cambodia's Courts?” *AsiaPacific Issues*, No. 95 (Honolulu: East-West Center, June, 2010), with Kheang Un; co-editor with Anne Hansen *At the Edge of the Forest: Essays on Cambodia, History and Narrative in Honor of David Chandler*. Ithaca, NY: Cornell Southeast Asian Studies Program, 2008; “Ritual in 1990 Cambodian Political Theatre: New Songs at the Edge of the Forest” IN *At the Edge of the Forest: Essays on Cambodia, History and Narrative in Honor of David Chandler*. Edited volume with Anne Hansen. Ithaca, NY: Cornell Southeast Asian Studies Program, 2008. “Buddhist Practice in Rural Kandal Province 1960 and 2003: An Essay in Honor of May Ebihara” IN *People of Virtue: Reconfiguring Religion, Power and Moral Order in Cambodia Today*. David Chandler and Alix Kent, eds. Nordic Institute of Asian Studies, 2008; “A Tale of Two Temples: Communities and their Wats” IN *Village Community and the Transforming Social Order in Cambodia and Thailand: Essays in Honor of May Ebihara*. John Marston, ed. Melbourne: Monash University, 2011; “The Plight and Fate of Women in the Cambodian Genocide” IN *The Plight and Fate of Women in Genocidal Situations*. Samuel Totten, ed. New York: Transaction Publishers, Vol. 7, 2008; *Cambodia Emerges from the Past*. Edited volume, DeKalb, IL: Center for Southeast Asian Studies, Northern Illinois University, 2002

Number of dissertations or theses supervised in past five years: 7

Distinctions: Department of Anthropology, NIU, Outstanding Teaching Award, 1997-98, 2003-04, 2004-05; Henry Luce Foundation Grants 2009-10, 2005-08, Fulbright Senior Research Scholarship 2002-03; NEH grant, 2000-2003; six other grants and four fellowships. Board member, Cambodian American Heritage Museum and Killing Fields Memorial in Chicago

Name: Kenton Clymer

Department/Tenure Status: Department of History/Tenured

Education: M.A. and Ph.D., University of Michigan; A.B., Grinnell College

Academic experience: Professor of History, NIU, 2003-present; Professor of History, University of Texas-El Paso, 1970-2003

Overseas experience: Visiting Professor of History, Yangon University, Myanmar 2013; Fulbright Lecturer, Silliman University, Philippines 1977-78; Fulbright Lecturer, University of Indonesia, 1991-92; George Bancroft Visiting Professor of History, University of Goettingen, Germany, 1993-1994; Associate Provost, Texas International Educational Consortium Program in Malaysia, 1995; Research Fellow, Indo-US Sub-commission on Education and Culture, India 1987; Distinguished Fulbright Lecturer, Renmin University, Beijing, China 2003-2004

Foreign language competence: Bahasa Indonesia = 2; German = 3

Percent of time dedicated to area/international studies courses: 70%

Area/international courses taught: History of U.S. Involvement in South and Southeast Asia; the Vietnam War; History of American Foreign Relations

Current research/teaching specializations: The United States and Burma

Recent publications: "The United States and the Guomindang (KMT) Forces in Burma, 1949-1954: A Diplomatic Disaster," *Chinese Historical Quarterly* (forthcoming Spring 2014); "The Ground Observer Corps: Public Relations and the Cold War in the 1950s," *Journal of Cold War Studies* 15, 1 (2013); H-Diplo Roundtable Review, S. R. Joey Long, *Safe for Decolonization: The Eisenhower Administration, Britain and Singapore*. Kent, OH: Kent State University Press, 2011. *H-Diplo Roundtable Review* 14, 3 (13 May 2013); "Sectarian Violence in Burma: A Country Opening Up, or Collapsing?" *E-International Relations*, 15 June 2012; "The Trial for High Treason of the 'Burma Surgeon,' Gordon S. Seagrave," *Pacific Historical Review* 81 (May 2012); "Cambodia and Laos in the War in Vietnam" IN *The Colombia History of the Vietnam War*. David L. Anderson, ed. New York: Columbia University Press, 2011

Number of dissertations or theses supervised in past five years: 11

Distinctions: NIU Distinguished Research Professor of History (2010-present); NIU Presidential Research Professor (2006-2010)

Name: Rhodalyne Gallo-Craill

Department/Tenure Status: Department of Foreign Languages and Literatures/Non-tenure track position

Education: M.A., Ohio University; B.A., Philippine Normal University, Manila, Philippines

Academic experience: Tagalog Instructor, Foreign Languages & Literatures, NIU, 1997 to present; ESL Teacher, East Elementary School, Athens, OH 1995-96; Program Director, ESL/Refugee Outreach Program, Hawthorn Hill, Des Moines, IA 1993-95

Overseas experience: Workshop for Teachers Teaching Filipino/Tagalog in United States, Laguna, Philippines, January 2002 (Fulbright funded); ESL Teacher, PREP, World Relief Corporation, Bataan, Philippines, 1987-93; Peer Coach/Mentor, PREP, World Relief Corporation, Bataan, Philippines 1988-92; Researcher, PREP Documentation Project, World Relief Corporation, Bataan, Philippines, 1988-90

Foreign language competence: Tagalog = 5 (native); Ilocano = 3; Spanish = 2

Percent of time dedicated to area/international studies courses: 100%

Area/international studies course taught: Beginning Tagalog, Intermediate Tagalog, S.E. Asian Literature

Current research/teaching specializations: Language Learning and the Internet; Heritage Language Learners.

Recent publications: *Tagalog Verb Dictionary*, with Michael Hawkins. DeKalb, IL: Northern Illinois University Press, 2011; "Language Learning and the Internet: Student Strategies in Vocabulary Acquisition," with Robert Zerwekh IN *New Technologies and Language Learning: Cases in the Less Commonly Taught Languages*. Honolulu: University of Hawai'i Second Language Teaching and Curriculum Center (in press)

Number of theses supervised in past five years: Not applicable to this position

Distinctions: Recipient, Robert Maple/Longman Scholarship and Travel Grant, TESOL, Atlanta, GA 1993

Name: Kikue Hamayotsu

Department/Tenure Status: Department of Political Science/Not tenured

Education: Ph.D. Australian National University

Academic experience: Postdoctoral Fellow/Lecturer, Columbia University (2006-2007); Postdoctoral Research Fellow, Yale University (2006)

Overseas experience: Malaysia (3 years plus frequent visits); Indonesia (1 year plus frequent visits), United Kingdom, and Australia

Foreign language competence: Bahasa Indonesian/Malaysian = 4; Japanese = 5 (native)

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: Introduction to Comparative Politics; Politics of Southeast Asia; Political Violence; Seminar in Political Development; Politics of Identity; Ethnicity, Religion and Conflict

Current research/teaching specializations: Political Islam; Southeast Asian Politics (Indonesia/Malaysia); Politics of Identity; Religious Political Parties in Muslim Southeast Asia

Recent publications: “Bringing Clientelism and Institutions Back In: The Rise and Fall of Religious Parties in Indonesia's Electoral Democracy” IN *Party Politics in Southeast Asia: Clientelism and Electoral Competition in Indonesia, Thailand and the Philippines*, Dirk Tomsa and Andreas Ufen, eds. London: Routledge, 2012; “Once a Muslim, Always a Muslim: The Politics of State Enforcement of Syariah in Contemporary Malaysia,” *South East Asia Research*, Vol.20, No.3 (September 2012); “The End of Political Islam? A Comparative Analysis of Religious Parties in the Muslim Democracy of Indonesia,” *Journal of Current Southeast Asian Affairs*, Vol. 30, No. 3 (December 2011); “The Political Economy of Islamist Mobilization in a Muslim Democracy: Political Rise of PKS in Post-authoritarian Indonesia,” *Asian Survey*, Vol.51, No.5 (September/October 2011)

Number of dissertations or theses supervised in past five years: 6

Distinctions: Research Fellow at the Asia Research Institute (ARI), National University of Singapore, 2011

Name: Trude Jacobsen

Department/Tenure Status: Department of History/Tenured

Education: Ph.D., University of Queensland; B.A., University of Queensland

Academic experience: Associate Professor, Department of History, NIU, 2009-present; Teaching Fellow, School of African and Oriental Studies, University of London, 2007-08;

Overseas experience: Professor, Council of International Educational Exchange (CIEE), Phnom, Penh, Cambodia, 2009; Professor, Center for Khmer Studies, Siem Reap, Cambodia, 2008

Foreign language competence: French = 5, Cambodian (Khmer) = 5, Indonesian = 3, Sanskrit = 3, Old Khmer = 2, Pali = 2, Russian = 2, Burmese = 1

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: S.E. Asia to c.1800 and 1800-present; History of Burma; Vietnam War

Current research/teaching specializations: Debt Bondage in S.E. Asia; Gender and Development Issues.

Recent publications: “The Curious Case of Sherlock Hare: Race, Class, and Mental Health in British Burma,” *Journal of Colonialism and Colonial History* 15, 3 (forthcoming Winter 2014); *The Historical Dictionary of Women in Southeast Asia*, Copenhagen: NIAS Press, 2014; *Rise of the Sarimanok*, Vol. I, *The Center for Southeast Asian Studies at Northern Illinois University 1963-2013*. DeKalb, IL: Center for Southeast Asian Studies, 2013; *Power and Political Culture in Cambodia*, with Martin Stuart-Fox. Asia Research Institute (ARI) Working Paper Series (Singapore) No. 200 (May 2013); “In Search of the Khmer bhikkuni: Reading between the Lines in Late Classical and Early Middle Cambodia (13th-18th centuries),” *Journal of the Oxford Centre for Buddhist Studies* 4 (May 2013); *Lost Goddesses: The Denial of Female Power in Cambodian History*. Copenhagen: NIAS Press, 2008

Number of dissertations or theses supervised in past five years: 15

Distinctions: Henry Luce Foundation Asia Program Special Grant – Cambodia Studies Conference (co-author) (USD 22,000); Northern Illinois University Research & Artistry Enabling Grant, Summer 2011 (USD 9,976)

Name: Eric Alan Jones

Department/Tenure Status: Department of History/Tenured

Education: Ph.D., University of California-Berkeley; M.A., University of California Berkeley; B.A., Brigham Young University-Hawai'i; Semester exchange, University of California Los Angeles, 2000 Certificate, Institut Keguruan dan Ilmu Pendidikan (IKIP), Ujung Pandang, Sulawesi, Indonesia and University of Hawai'i Study Abroad, Intensive Bahasa Indonesian and Program in Modern Indonesian History and Culture, 1997; Certificate, Consortium of Teaching Indonesian and Malay/National University of Malaysia (UKM) in-country immersion in Malay, 1998

Academic experience: Associate Professor, Department of History, Northern Illinois University, 2003-present; Visiting Scholar, UC Berkeley, 2004; Visiting Instructor, San Quentin State Prison, Patten College Program, 2002; Adjunct instructor, History Department, BYU-Hawai'i, 1996-97

Overseas experience: Director, Study Abroad Malaysia, NIU, 2005-present; Visiting Lecturer, Cambodian Studies Program, CIEE-Pannasastra University of Cambodia, 2009; Fulbright Scholar, National University of Malaysia: 2005-06; Fulbright Full Grant, Netherlands: 2000-01; Institut Keguruan dan Ilmu Pendidikan (IKIP), Ujung Pandang, Sulawesi, Indonesia, 1997; National University of Malaysia (UKM, 1998)

Foreign language competence: Dutch = 5; Bahasa Indonesian = 3; Bahasa Malaysian = 3; Afrikaans = 3; French = 1

Percent of time dedicated to area/international studies courses: 90%

Area/international courses taught: Asia since 1500; World Civilizations since 1500; History of Southeast Asia since 1800; History of Burma; History of Indonesia; History of Malaysia; History of Cambodia; US and Southeast Asia; Islam in Southeast Asia; Great Books in Southeast Asian Studies; Colonialism/Imperialism

Current research/teaching specializations: Politics and Practices of Islamic Devotion; Halal and Globalization

Recent publications: *Wives, Slaves, and Concubines: A History of the Female Underclass in Dutch Asia* (DeKalb, IL: Northern Illinois University Press, 2010); "Fugitive Women: Slavery and Social Change in Early Modern Southeast Asia," *Journal of Southeast Asian Studies*, Vol. 38, No. 2 (June 2007)

Number of dissertations or theses supervised in past five years: 12

Name: Kheang Leang

Department/Tenure Status: Center for Southeast Asian Studies/Non-tenure track position

Education: Ed.D. candidate, NIU; M.S.Ed., NIU, 2005

Academic experience: Instructor for Khmer language, NIU, CSEAS, 2003 to present; Graduate Assistant for CSEAS interactive Khmer language lessons and instruction on the web, 2001-2003; Distance Evaluator for Directed Independent Language Study Program for Khmer language, Yale University (DILS), 2001 to present; Visiting Fulbright Scholar, Department of Anthropology, NIU, 2000; Training course for Cambodian Lecturers of English at the University of Canberra, Australia; Head of Teacher Training and Lecturer at the Institute of Foreign Languages, Royal University of Phnom Penh.

Overseas experience: Native of Cambodia; In addition to above positions, served as interpreter-translator for the Headquarters of the Phnom Penh Civil Administration, UNTAC.

Foreign language competence: Khmer = 5 (native)

Percent of time devoted to area/international studies courses: 100%

Area/international studies courses taught: Beginning Khmer; Intermediate Khmer; Advanced Khmer

Current research/teaching specializations: Web-based language instruction; Instructional Technology

Recent publications: None

Number of dissertations or theses supervised in past five years: Not applicable for this position

Distinctions: With no standard national test in Khmer language in the U.S., Leang is called upon by other institutions (Yale University and the University of Wisconsin-Madison) to test and verify student standards.

Language pedagogy background: Has attended training workshops for SEASSI language instructors and attended COTSEAL Workshop on teaching Southeast Asian languages. In cooperation with Frank Smith, designed teaching and testing materials for intermediate, advanced, and heritage classes at SEASSI.

Name: Wei Luo

Department/Tenure Status: Department of Geography/Tenured

Education: Ph.D., Washington University, St. Louis; M.S., Chinese Academy of Sciences;

Academic experience: Presidential Research Professor, 2013-Present; Professor, 2011-Present; Associate Professor, 2004 – 11; Assistant Professor, 1998 – 2004; Research Scientist, 1995-98, NIU

Overseas experience: China, Egypt, Japan, Taiwan

Foreign language competence: Chinese = 5 (native)

Percent of time dedicated to area/international studies courses: 10%

Area/international courses taught: Geography of Asia; Water Resources and the Environment

Current research/teaching specializations: GIS, Hydrology, Geomorphology, Mars, Water Resources, Remote Sensing, Tai Place Names and Water Resources

Recent publications: Luo, W., X. Li, L. Di, T. Stepinski, 2013, “Webservice for Stream Extraction from Digital Elevation Model data,” *GeoJournal*; Luo, W., and T. F. Stepinski, 2012, “Orientation of Valley Networks on Mars: The Role of Impact Cratering,” *Geophysical Research Letters*, v. 39, L24201; Luo, W., T. Whippo, 2012, “Variable Catchment Sizes for the Two-step Floating Catchment Area (2SFCA) Method,” *Health & Place* Vol. 18, p. 789–795; Wang, F., Wang, G., Hartmann, J., Luo, W., 2011, “Sinification of Zhuang Place Names in Guangxi, China: a GIS-based Spatial Analysis Approach,” *Transactions of the Institute of British Geographers*.

Number of dissertations or theses supervised in past five years: 4

Distinctions: Awarded 7 external grants; published over 30 peer-reviewed articles

Name: Andrea Katalin Molnar

Department/Tenure Status: Department of Anthropology/Tenured

Education: Ph.D., Australian National University; M.A., University of Alberta, Canada; B.A., University of Alberta, Canada; B.Sc., University of Alberta, Canada

Academic experience: Professor, Department of Anthropology, 2011 to present, Associate Professor, 2002-11; Assistant Professor, Department of Anthropology, NIU, 1996 to 2002; Lecturer, Department of Anthropology, University of Alberta, Edmonton, Canada, 1990-96.

Overseas experience: Political anthropology research Pattani, Southern Thailand, 2009-14, 2008, 2007; Research on Timor Leste elections and on Flores, Indonesia on responses to regional autonomy, 2007.

Foreign language competence: Indonesian = 5; Bajawanesse = 5; Hungarian = 5 (native); German = 4; Kemak = 3; French = 3; Dutch = 3; Bajawa = 2; Manggarai = 2; Tetun = 2; Manggarai = 1; Russian = 1

Percent of time dedicated to area/international studies courses: 65%

Area/International studies courses taught: Religion and Cosmology in Southeast Asia; Muslim Cultures in Anthropological Perspective, Ritual and Myth

Current research/teaching specializations: Political Anthropology; Social Organization; Islam and Muslim Southeast Asian Religions and Cosmologies; Issues of Development, Gender, Ethnic Relations and Culture Change, Language; Comparative Austronesia; Indonesia, Timor Leste, southern Thailand

Recent publications: “Women’s Agency in the Malay Muslim communities of Southern Thailand” IN *Contemporary Socio-cultural and Political Perspectives in Thailand*, Pranee Liamputtong, ed. Dordrecht, The Netherlands: Springer, 2014; *Timor Leste: Politics, History, and Culture*. London and New York: Routledge, 2009; *Menghadapi konflik: Indonesia Timur di Antara desentralisasi dan kerusuhan [Facing Conflict: Eastern Indonesia between decentralization and unrest]*, with co-editor Bubandt. [In both English and Indonesian], 2009

Number of theses supervised in past five years: 10

Distinctions: Board member Indonesian Studies Committee (1999-2001); Chair, Indonesian (East Timor) Studies Committee, Association for Asian Studies (2001-03); recipient of 3 major grants and 4 fellowships; co-editor of *Asian Affairs: An American Review* (since January 2010)

Name: Chalermsee Olson

Department/Tenure Status: Universities Libraries/Tenured

Education: M.L.S., Northern Illinois University; M.A., University of Pittsburgh

Academic experience: Associate Dean of Collections & Technical Services Division, Universities Libraries, NIU, 2009-present ; Interim Associate Dean of Collections & Technical Services Division, University Libraries, NIU, 2006-09 ; Head of the Cataloging Department, University Libraries, NIU, 1999 to present ; Cataloger, Cataloging & Automated Records Department, 1992-99; Coordinator of the ILLINET Online Unit, Cataloging & Automated Records Department, 1993 to present; Cataloger, Cataloging & Automated Records Department, 1992-99; Library Technical Assistant, 1990-92; Thai and Lao Language Materials Cataloger, 1989-1990; Instructor of Thai Language, NIU, 1989-90

Overseas experience: Materials acquisition trips to Thailand 1999, 2001.

Foreign language competence: Thai and Southern Thai Dialect = 5 (native); Lao = 2

Percent of time dedicated to area/international studies or work related to SE Asia: 90% (normally 25%)

Area/international studies courses taught: Not applicable for this position

Research and teaching specialization: Cataloging Southeast Asian Materials; Cataloging Rare Books and Special Collections; Teaching Thai Language

Recent publications: Co-translator, *A Sandy Path near the Lake*. New Castle upon Tyne, UK: Cambridge Scholars Publishing, forthcoming; co-author, "From Alphabetized to Classified: Reorganization a Large Periodicals Collection," *Serials Review* 37:1 (2011); co-author, "The Collection of Palm Leaf Manuscripts at Northern Illinois University Libraries," *Illinois Libraries* 85, no.3 (Spring 2005)

Number of dissertations or theses supervised in past five years: Not applicable for this position

Name: Grant Olson

Department/Tenure Status: Department of Foreign Languages and Literatures/Non-tenure track position

Education: Ph.D., Cornell University; M.A., Cornell University; M.A., University of Hawai'i

Academic experience: Coordinator of Information Technology, Department of Foreign Languages and Literatures, NIU, 1997 to present; Manager, NIU Technology Team, 1995-97; University of Hull, England: Baring Foundation Lecturer in Thai Language and Thai Culture, Centre for South-East Asian Studies, 1994-95; Editor, Center for Southeast Asian Studies, NIU, 1989-94

Overseas experience: British Academy Committee for Southeast Asian Studies Award for research in Thailand, 1996; Senior Scholar Fulbright Grant from CIES for research in Thailand, September 1991 to January 1992; Henry Luce Foundation-Southeast Asia Council (SEAC) of the Association for Asian Studies Research Grant for research in Thailand, 1990

Foreign language competency: Thai = 5

Percent of time dedicated to area/international studies courses or work related to SE Asia: 25%

Area/international studies courses taught: Peoples and Cultures of Mainland Southeast Asia

Current research and teaching specialization: Religion/Social Change in Thailand; Anthropology of Religion; Cross-Cultural Constructions of Self/Biography

Recent publications: "Southeast Asian Literature" in *The Lincoln Library of Essential Information*. Cleveland: Lincoln Library Press, 2012; "Unrequited Leadership, Nostalgia and Progress in Thailand" IN *The Thai Challenge: Unity, Stability, and Democracy in Turbulent Times*, Thang Nguyen, ed. Nova publishers, 2008; "An Aesthetics of Rice," reprinted in *Thai Society of Siam: Selected Articles for the Siam Society's Centenary*, Chris Baker, ed. Bangkok: The Siam Society, 2004; "Filling the Void: Thai Khwan and Burmese Leip-pya, the Stuff of Which Souls are Made" IN *Socially Engaged Spirituality: Essays in Honor of Sulak Sivaraksa on His 70th Birthday*." Bangkok: Sathirakoses-Nagapradipa Foundation, 2003; "Thai Buddhist Literature" IN *The Encyclopedia of Buddhism*. New York: Macmillan Reference, 2003

Number of dissertations or theses supervised in past five years: 2

Distinctions: Supportive Professional Staff Certificate of Achievement, NIU, 2004; Outstanding Supportive Professional Staff Award, NIU, 1993. Website design: An Introduction to Thai Buddhism (thaibuddhism.net).

Name: Lina Davide Ong

Department/Tenure Status: International Training Office – International Programs/Non-tenure track position

Education: Ph.D., Northern Illinois University; M.A., University of San Carlos (the Philippines); B.A., University of the Philippines-Diliman

Academic experience: University of the Philippines – Cebu, Philippines; University of San Carlos – Cebu, Philippines; Cebu Institute of technology – Cebu, Philippines; St. Theresa’s College – Cebu, Philippines; Colegio de la Inmaculada Concepcion – Cebu, Philippines

Overseas experience: Taught for 20 years in Cebu City, the Philippines; lived and taught in Zambia for three years; travelled to Rome, Hong Kong, Salzburg and London

Foreign language competence: Tagalog = 5 (native); Cebuano = 5 (native); Spanish=2

Percent of time dedicated to area/international studies courses: Not applicable to this position

Area/international courses taught: World Drama, Philippine Literature, and British/American Literature

Current research/teaching specializations: Not applicable for this position. In this position writes grant proposals and administers grant applications for Philippine Youth Leadership Program

Recent publications: Not applicable to this position

Number of dissertations or theses supervised in past five years: Not applicable to this position

Distinctions: Presidential Award for Excellence, 2009.

Name: Hao Phan

Department/Tenure Status: University Libraries-Curator of the Donn V. Hart Southeast Asia Collection/Non-tenure track position

Education: M.A., Northern Illinois University, 2011. M.L.I.S and B.A., UCLA

Academic experience: Not applicable for this position

Overseas experience: Travelled to 10 SEA countries for library business, most recently in 2014.

Foreign language competence: Vietnamese = 5 (native)

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: Not applicable to this position

Current research/teaching specializations: Vietnamese Literature; Vietnamese Americans; Southeast Asian Anthropology

Recent publications: *Night, Fish and Charlie Parker* (Dorset, Vt. : Tupelo Press, c2006); *Thiên đường chuông giấy : thơ* (Garden Grove, CA : Tân Thư, c1998); *Chế tạo thơ ca 99-04 : thơ* (San Jose, CA : Nhà xuất bản Văn, 2004).

Number of dissertations or theses supervised in past five years: 1

Distinctions: Grant from the British Museum on the preservation of Cham manuscripts with National University, Ho Chi Minh City; administered two Technical Innovation and Cooperation for Foreign Information Access (TICFIA) grants; helped establish the Southeast Asia Digital Library (<http://sea.lib.niu.edu>).

Name: Deborah Pierce

Department/Tenure Status: Associate Vice President, Division of International Affairs

Education: Ph.D., University of Michigan

Academic experience: Leadership positions in international education for nearly 30 years at Northern Illinois University, Loyola University Chicago, and University of Toledo

Overseas experience: Business travel in over 40 nations (especially Southeast Asia); Study Abroad-France

Foreign language competence: French = 4; Spanish = 3; Russian = 1; German = 1; Japanese = 1; Bahasa Malayu = 1, Mandarin = 1

Percent of time dedicated to area/international studies courses: Not applicable to this position

Area/international courses taught: Not applicable to this position

Current research/teaching specializations: Leadership in for-profit and non-profit organizations

Recent publications: *Critical Skills and Knowledge for Senior Campus International Leaders* (with S. Lambert, R. Nolan, and N. Peterson), 2007, Washington DC, NAFSA: Association of International Educators.

Number of dissertations or theses supervised in past five years: Not applicable to this position

Distinctions: My role in the Center for Southeast Asian Studies is to support this program as the most significant internationally oriented academic unit at our university. I assist with grants, with university administrative matters, and with promotion at home and abroad. Currently member of NAFSA board of directors and vice president for education and professional development for Association of International Educators

Name: Barbara M. Posadas

Department/Tenure Status: Department of History/Tenured

Education: Ph.D., Northwestern University; M.A., Northwestern University

Overseas experience: Senior Fulbright Research Award, Asia Center, University of the Philippines, 1982-83

Foreign language competence: Spanish = 2

Percent of time dedicated to area/international studies courses: 50%

Area/international studies courses taught: History of U.S. Immigration and Ethnicity; History of Chicago; Women in U. S. History; Research Seminar: Migration, Community, & Transnationalism; 19th- & 20th-Century U.S. Immigration & Ethnicity

Current research/teaching specializations: U.S. Immigration and Ethnic History; Asian American History; Filipino American History; U.S. Social and Urban History; History of Chicago; History of U.S. Women

Recent publications: *Filipino Chicagoans, 1898-1965* (formerly titled *Unintentional Immigrants: Community Transnationalism and Race among Filipino Chicagoans, 1900-1965*) (forthcoming, University of Illinois Press); "Ethnic and Racial Identities: A Polish Filipina's Progress in Chicago and the Profession" IN *Ethnic Historians and the Mainstream: Shaping America's Immigration Story*, Alan Kraut and David Gerber, eds. New Brunswick, NJ: Rutgers University Press, 2013; "Filipino: 1870-1940" IN *Immigrants in American History: Arrival, Adaptation, and Integration*, Vol. 1, Elliot R. Barkan, ed. Santa Barbara, CA: ABC-Clio Press, 2013; "Filipinos: 1940 to the Present" IN *Immigrants in American History: Arrival, Adaptation, and Integration*, Vol. 3. Elliott R. Barkan, ed. Santa Barbara, CA: ABC-Clio Press, 2013; co-authored with Roland L. Guyotte "Transnationalism and Higher Education: Four Filipino Chicago Case Studies," *Journal of American Ethnic History*, Vol. 32, No. 2 (Winter 2013); co-authored with Roland L. Guyotte "Strategic Citizenship and Immigration from the Philippines" IN *Immigration and the Truman Legacy*, Roger Daniels, ed.(Kirksville, MO: Truman State University Press, forthcoming; "Filipino Families in the Land of Lincoln: Immigrant Incorporation in Springfield, Illinois, since 1965" IN *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*, Elliott R. Barkan, Hasia Diner, and Alan M. Kraut, eds. New York: New York University Press, 2008; co-authored with Roland L. Guyotte "Interracial Marriages and Transnational Families: Chicago's Filipinos in the Aftermath of World War II," *Journal of American Ethnic History* Winter-Spring 2006 (25:2-3).

Number of dissertations or theses supervised in past five years: 21

Distinctions: NIU CLAS Distinguished Faculty Award (2011); Distinguished Lifetime Achievement Award, Association for Asian American Studies (2008)

Name: Catherine Raymond

Department/Tenure Status: Department of Art History/Tenured

Education: Ph.D., La Sorbonne (Université de Paris III); DREA (equivalent to an M.A.), Institut National des Langues et Civilisations Orientales

Academic experience: Director, Center for Burma Studies, 2002 to present; Associate Professor of Art History, NIU, 2002 to present; International Expert on Burmese Art with UNESCO 2006-09, Senior researcher, Houaphanh Province, Laos, 2001-02; Department of History, National University of Laos, Dongkok, 2000-01; Team Leader, Vat Sisaket Museum, Vientiane, 2001; Team leader and project designer for establishing an interactive database of key archaeological and historical sites in Vientiane Province, 1999-2001; Researcher at the Amsterdam Historical Museum and the Algemeen Rijksarchief, 1997-99

Overseas experience: Afghanistan, Australia, Bangladesh, Bhutan, Burma, Canada, France, Guatemala, India, Iran, Italy, Laos, Mexico, the Netherlands, Nepal, Pakistan, Sri Lanka, Vietnam, United Kingdom.

Foreign language competence: French = 5 (native); Burmese = 3; Spanish = 2; Italian = 2; Lao = 1; Sanskrit = 1; Singhalese = 1

Percent of time dedicated to area/international studies courses: 75%

Area/international studies courses taught: Arts of the East; Indian and Southeast Asian Art.

Current research/teaching specializations: Theravada Buddhism; Development of digital applications for documenting sites and collections; Cultural conservation; Buddhist Art in Laos and Burma (Myanmar)

Recent publications: *Laque et or de Birmanie*. eds. Fraser Lu, Isaacs, Raymond, and Than Tun. Nice : Musée Départementale des Arts Asiatiques & Sylvania Editoriale (2011); "An Ethnographic Illustration of Wa People in British Burma during the Early 20th Century," *Journal of Burma Studies*, Vol. 17 No. 1 (2013); "Notes on a Burmese Version of the Vessantara Jataka, as Represented on Three Shwe Chi Doe from the NIU Burma Art Collection," *Journal of Burma Studies*, Vol. 16 No. 1 (2012); "Le décor dans le Laque birman" in *Laque et or de Birmanie. Catalogue of the exhibition Laque et or de Birmanie. Exhibit* from July-November 2011. Musée des Arts Asiatiques, Nice, France 2011; "L'or et le sacré en pays bouddhiste birman" in *Arts Sacrés* 9 (Jan-Feb. 2011), pp. 42-47;

Number of dissertations or theses supervised in past five years: 5

Distinctions: 2010-Recipient of four-year grant from the Ministry of Education, for the Southeast Digital Library Project on digitization on mural painting in Buddhist temples in Laos; 2009 award received from the Illinois Association for the 2008 exhibit "Belief Made Tangible."

Name: Susan Russell

Department/Tenure Status: Department of Anthropology/Tenured

Education: Ph.D., University of Illinois; M.A., University of Illinois

Academic experience: Presidential Engagement Professor, Department of Anthropology, NIU, 2011-present. Director, Center for Southeast Asian Studies, NIU, DeKalb, IL, 1999-2005; Professor, Department of Anthropology, NIU, DeKalb, Illinois, 2002-present; Associate Professor, Department of Anthropology, NIU, DeKalb, Illinois, 1990-2002; Assistant Professor, Department of Anthropology, NIU, DeKalb, Illinois; 1986-90; Assistant Professor, Department of Sociology, NIU, DeKalb, Illinois 1984-86

Overseas experience: Regular visits to the Philippines in the 2000s for PYLP, Research in Batangas, Philippines, 1991-93; Research in Pangasinan, Philippines, 1990; Research at the School of Economics, University of the Philippines, 1983-85. Dissertation research in upland Luzon, 1978-80

Foreign language competence: Tagalog = 2; Ilokana = 2

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: Anthropological Perspectives on Muslim Cultures, Rural Development and Theories of Social Change, International Contact in Anthropological Perspective, Southeast Asian Peasant Economy, Southeast Asian Peasant Society, Peoples and Cultures of Insular Southeast Asia, Peace and Conflict Resolution, Anthropology of Contemporary World Problems, Globalization and Corporate Cultures

Current research/teaching specializations: Political Economy of Southeast Asia; Economic Anthropology of Southeast Asia; Maritime Societies of Southeast Asia

Recent publications: "Hybrid Peacebuilding: Ambiguities of NGOs in the Southern Philippines." *Deep South Watch*, Thailand (in press); Forward in *Fishing for Fairness: Poverty, Morality and Marine Resource Regulation in the Philippines*, by Michael Fabinyi. Canberra: Australian National University Press (2012); *Conflict Transformation Efforts in the Southern Philippines* with Rey Ty IN *Conflict Resolution and Peace Education: Transformation across Disciplines*, ed. Candice Carter. Palgrave Macmillan (2010).

Number of dissertations or theses supervised in past five years: Served on 12 to 15 thesis committees

Distinctions: Project director on eight U.S. State Department grants totaling over \$1.6 million since 2009; 2011 Presidential Engagement Professorship Award, Northern Illinois University

Name: Tharaphi Than

Department/Tenure Status: Assistant Professor, Foreign Languages and Literatures/ Tenure-track

Education: PhD, SOAS (University of London), History; MA, SOAS, Southeast Asian Studies; BA, Grinnell College, Sociology and Biology

Academic experience: Instructor for Burmese language, NIU, CSEAS, 2012 to present

Overseas experience: International Institute of Social History, Amsterdam, The Netherlands; Lector, SOAS, University of London; 2007-present, Cambridge International Examinations (CIE), Cambridge University Question Setter and Principal Examiner, GCE 'O' Level Burmese, 2005-2009, Burmese Service, BBC, London.

Foreign language competence: Burmese = 5 (native)

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: Beginning Burmese; Intermediate Burmese

Current research/teaching specializations: History of Burma

Recent publications: *Women of Modern Burma*. London: Routledge (2013); "The Languages of Pyidawtha and the Burmese Approach to National Development" accepted by *South East Asia Research* (June 2013);

Discussion on "Southeast Asia – An Idea Whose Time Is Past?" *Journal of the Humanities and Social Sciences of Southeast Asia and Oceania* 168.4 (2012); "Commercial Burmanization: Two Adverts by Burmah Oil

Company in Postcolonial Burma," *IIAS Newsletter*, Spring 2012, 34; *Cultural Sociology of the Middle East, Asia, and Africa: An Encyclopaedia* IN Volume 3: Cultural Sociology of East Asia; Part 3, 1900 to Present:

"Burma (Myanmar)," 2012; "Understanding Prostitutes and Prostitution in Democratic Burma, 1942-1962: State Jewels or Victims of Modernity?" *South East Asia Research* 19.3 (2011); Review of *Kyaw Ma Ma Lay*

journal, "Man Like Him," *South East Asia Research* 18.3 (2010)

Number of dissertations or theses supervised in past five years: 0

Name: Kurt Thurmaier

Department/Tenure Status: Department of Public Administration/Tenured

Education: Ph.D., Syracuse University; M.A., University of Wisconsin-Madison

Academic experience: Professor and Chair, Department of Public Administration, NIU, 2014-present; Professor and Director, Division of Public Administration, Department of Political Science, NIU, 2009-14 (Professor, 2006-09)

Overseas experience: Tanzania, 2009; National Institute of Development Administration in Thailand, 2009-2010; Semester in residence, Jagiellonian University, Krakow, Poland, 1981. Semester in residence, Universiti Malaya, Kuala Lumpur, Malaysia, 1982

Foreign language competence: German = 3; Kiswahili = 1, Bahasa Malaysian = 1; Spanish = 1

Percent of time dedicated to area/international studies courses: 10%

Area/international courses taught: Public Management in a Globalized Environment

Current research/teaching specializations: Budgetary Decision Making, Interlocal Government Relations, City-county Consolidations, and Fiscal Decentralization Problems in Developing Nations

Recent publications: Edited *Alternative Service Delivery: Readiness Check*. ICMA Press (e-book), 2014; co-authored with Suzanne Leland "Political and Functional Local Government Consolidation: The Challenges for Core Public Administration Values and Regional Reform," *American Review of Public Administration*

(forthcoming 2014); co-authored with David Mitchell "Currents and Undercurrents in Budgeting Theory: Exploring the Swirls, Heading Upstream," Foundations of Public Administration Series, *Public Administration*

Review, online, www.aspanet.org, 2012

Number of dissertations or theses supervised in past five years: 35

Distinctions: Fulbright Scholar, School of Local Self-Government, Faculty of Law and Administration,

Jagiellonian University, Krakow, Poland. 1992; Vice Chancellor's Fellow, University of Kansas, 2000-2001;

Name: Kheang Un

Department/Tenure Status: Department of Political Science and CSEAS/Not tenured

Education: Ph.D., Northern Illinois University

Academic experience: Assistant Professor, Department of Political Science, NIU, 2009 to present; Fulbright Scholar, Royal University of Phnom Penh, Cambodia, 2011-2012; 2008-2009, visiting research fellow at the University of Louisville's Center for Asian Democracy; Affiliate-Center for Advanced Studies, Phnom Penh

Overseas experience: Consultant-World Bank, Department of International Development (U.K.), AusAid, United Nations Development Programme, Cambodian Development Resource Institute.

Foreign language competence: Khmer = 5 (native); Thai = 3; Tiewchieu = 3

Percent of time dedicated to area/international studies courses: 100%

Area/international courses taught: Introduction to Southeast Asia; Introduction to Comparative Politics, Politics of Developing Areas, Cambodian Politics

Current research/teaching specializations: Comparative Politics, Cambodian Politics, Ugandan Politics, International Political Economy, Political Economy of the Developing World, Democratization, Human Rights.

Recent publications: *Accepting Electoral Authoritarianism? Donors, State, and Society in Contemporary Cambodia*, work in progress; "Quality Peace in Cambodia: 20 Years after the Paris Peace Agreement" IN *After the End of Civil War: Finding the Dimensions of Quality Peace*, Peter Wallentien, ed., under review with Oxford University Press; "Rhetoric and Reality of Rural Road Building: Two Tales from Cambodia and Uganda" IN *Tracking Development Anthology*, Ton Dietz et al. Amsterdam: Brill Press, forthcoming;

"Cambodian in 2012: Toward Developmental Authoritarianism?" *Southeast Asian Affairs*, Institute for Southeast Asian Studies, Singapore 2013, p. 73-86; co-author with Caroline Hughes "Framework paper: Cambodia's Economic Transformation: Historical and Theoretical Perspectives," and "The Political Economy of Governance Reform," *Cambodia's Economic Transformation*, Caroline Hughes and Kheang Un, eds., Copenhagen: Nordic Institute for Southeast Asian Studies Press/University of Hawai'i Press, 2011

Number of dissertations or theses supervised in past five years: 14

Name: Danny Unger

Department/Tenure Status: Department of Political Science/Tenured

Education: Ph.D., University of California, Berkeley; M.A., University of California, Berkeley

Academic experience: Assistant Professor, Department of Political Science, NIU, 2000 to present; Visiting Professor, School of International Service, American University, 1998-2000; Adjunct Professor, School of Advanced International Studies, Johns Hopkins, 1997-1998; Assistant Professor, Department of Government, Georgetown University, 1990-1998.

Overseas experience: Research in Croatia, Poland and Turkey, 2002; Research in Malaysia, the Philippines and Thailand, 2002; Research in Vietnam, 2002; Research in Thailand, 1997-1998, 1993-1994, and 1991-1992

Foreign language competence: Thai = 3; Japanese = 3; French = 3

Percent of time dedicated to area/international studies courses: 60%

Area/international studies courses taught: Politics in Southeast Asia; Foreign and Comparative Politics; Foreign Area Politics: Thailand; Seminar in Comparative Political Analysis

Current research/teaching specializations: Official development assistance in Vietnam; Southeast Asian politics; ASEAN; Welfare policies in Southeast Asia

Recent publications: *Thailand: What Everyone Needs to Know*. Oxford University Press, under contract; co-author with Chandranuj Mahakanjana, *Thailand's White Knight Democracy*. Boulder, CO: Lynne Rienner Publishers, under contract; co-editor with Clark Neher, *Bureaucracy and National Security in Southeast Asia, Essays in Honor of M. Ladd Thomas*. DeKalb, IL: Department of Political Science, Northern Illinois University, 2006; *Building Social Capital in Thailand: Fibers, Finance and Infrastructure*. Cambridge: Cambridge University Press, 1998; co-author with Alasdair Bowie, *The Politics of Open Economies: Indonesia, Malaysia, the Philippines and Thailand*. Cambridge: Cambridge University Press, 1997

Number of dissertations and theses supervised in past five years: 8

Distinctions: Recipient of 12 grants.

Name: Jui-Ching Wang

Department/Tenure Status: School of Music/Tenured

Education: D.M.A. (Doctor of Musical Arts), Arizona State University

Academic experience: Associate Professor, School of Music, NIU, 2013 – Present; Assistant Professor, School of Music, NIU, 2007-13

Overseas experience: Bali, Indonesia, Field School, 2014; Guest Lecturer (1 Month) in Music College at Fujian Normal University, 2008

Foreign language competence: Chinese = 5 (native), Indonesian (1)

Percent of time dedicated to area/international studies courses: 75%

Area/international courses taught: Introduction to World Music, Music of Southeast Asia, Music of China, Indonesian Gamelan Ensemble, and Chinese Ensemble

Current research/teaching specializations: Music, Culture, and Society, Multicultural Music Education

Recent publications: “Singing Polyphony: An Asian Experience,” Under review, *Music Educators Journal*; “A Chop-Suey Musician in a Melting Pot: Kuo-Huang Han and the Northern Illinois University World Music Program in 1975-1985.” *Journal of Historical Research in Music Education* (forthcoming, April 2014); “Do I Sound Chinese Now? A Musical and Cultural Analysis of Students’ Learning Experience in the Northern Illinois University Chinese Music Ensemble” IN *Zhongguo yinyue guoji chuanbode lishi yu xianzhuang [The Worldwide Dissemination of Chinese music, its Past and Now]*, Yao-Hwa Wang, ed. Beijing: Renming Press (2013) [in Chinese]; “A Journey to the West: An Integrative Lesson through Traditional Art, Music, and Theater in Asia” IN *Teaching Asian Art: Content, Context, and Pedagogy*, Sheng-Kuan Chung. Reston, VA: National Art Education Association, 2012; “Musicking: A Globalized Perspective of Teaching World Music in the 21st century.” Editorial in *Journal of Aesthetic Education* 195 (September 2013) [in Chinese], 2;

Number of dissertations or theses supervised in past five years: 4

Distinctions: Nominated for NIU Outstanding International Educator, 2009

Name: Katharine L. Wiegele

Department/Tenure Status: Department of Anthropology/Non-tenure track position

Education: Ph.D. in Sociocultural Anthropology, University of Illinois at Urbana-Champaign; M.A. in Anthropology, Northern Illinois University; A.B., University of Illinois at Urbana-Champaign

Academic experience: Adjunct Assistant Professor, Department of Anthropology, NIU, 2000-present; Collaborating Editor, Janet Keller Editing, 2013-present, Administrative Director, Southeast Asia Youth Leadership Program, CSEAS, NIU, 2009; Assistant Director, CSEAS, NIU, DeKalb, Illinois, 2008-09; Consultant, Facilitator, Philippine Youth Leadership Program, International Programs, NIU, 2006-09; Instructor, Stephens College, Columbia, Missouri, 1999

Overseas experience: Anthropological Fieldwork, 2014, Batangas, Philippines; Fieldwork, 2009, Manila, Philippines; Philippine Minorities Program, Davao, Philippines, 2011; Philippine Youth Leadership Program, Zamboanga City and Cagayan de Oro City, Mindanao, Philippines, 2008; Fieldwork, Manila, Philippines, 1995-96; Fieldwork, Batangas, Philippines, 1991; U.S. Peace Corps, Pangasian, Philippines, 1988-90.

Foreign language competence: Tagalog = 3; Ilokano = 2; Italian = 3, Spanish = 2

Percent of time dedicated to area/international studies courses: 25%

Area/international courses taught: Introduction to Southeast Asia

Current research/teaching specializations: Cultural models of nature and climate change, religious movements, civic engagement and public culture, mass media and religion, global Christianity.

Recent publications: “Mediated Spaces of Religious Community in Manila, Philippines” IN *A Moving Faith: Mega Churches Go South*. Jonathan James, ed. Sage, 2014; “The Prosperity Gospel among Filipino Catholic Charismatics” IN *Pentecostalism and Prosperity: The Socio-Economics of Global Charismatic Movement*. Amos Yong and Katy Attanasi, eds. New York: Palgrave Macmillan, 2012; *Investing in Miracles: El Shaddai and the Transformation of Popular Catholicism in the Philippines*. Quezon City: Ateneo de Manila University Press, 2007.

Number of dissertations or theses supervised in past five years: 3

Distinctions: Co-principal investigator with Giovanni Bennardo, 2013, National Science Foundation, "Cultural Models of Nature Across Cultures: Space, Causality and Primary Food Producers"

NAME: Robert Zerwekh

Department/Tenure Status: Department of Computer Science/Tenured

Education: Ph.D., University of Illinois; M.S., Northern Illinois University

Academic experience: Associate Professor, Computer Science, NIU, 1993 to present; Assistant Professor, Computer Science, NIU, 1987-93; Research Associate, Social Science Research Center, 1985-87; University of the Philippines, College of Medicine, Manila, Lecturer, June 1984-October 1984; University of the Philippines, Assistant Professor of Philosophy, 1983-84.

Overseas experience: Philippines

Foreign language competence: Tagalog = 1

Percent of time dedicated to area/international studies courses or work related to SE Asia: 25%

Area/international studies courses taught: None

Current research/teaching specialization: S.E. Asia language instruction/promotion over the Internet.

Recent publications: Co-author with Rhodalyne Gallo-Crail "Language Learning and the Internet: Student Strategies in Vocabulary Acquisition" IN *New Technologies and Language Learning: Cases in the Less Commonly Taught Languages*, C.A. Spreen, ed. Honolulu: University of Hawai'i's Second Language Teaching and Curriculum Center (in press)

Number of dissertations or theses supervised in past five years: None

Distinctions: Director/ co-director on 15 grants for computer-aided language instruction projects, including SEAsite, funded by agencies including U.S. Department of Education, National Security Education Program, and the Henry Luce Foundation. Excellence in Teaching Award, Department of Computer Science: 1988-89, 1994-95, 1998-99 and 2001-02.

Name: Mark S. Rosenbaum

Department/Tenure Status: Department of Marketing/ Tenure-track

Education: Ph.D., Arizona State University, W. P. Carey School of Business, 2003; M.S., San Diego State University, 1999; M.A., New York University, 1996; MBA, University of Illinois at Chicago, 1991

Academic experience: 2011- present, NIU, Kohl's Corporation Professor of Retail Marketing; 2006- 11, NIU, Assistant Professor, Department of Marketing; 2003-06, University of Hawai'i at Manoa, Assistant Professor, Department of Marketing; 1999-2003, Lecturer, Arizona State University; 1998-99, Lecturer, San Diego State University and California State University San Marcos.

Overseas experience: 2009 National University of Management, Cambodia, Visiting Fulbright Scholar;

Foreign language competence: None

Percent of time dedicated to area/international studies courses: Not applicable to this position

Area/international courses taught: Experiential Learning Course on Business in Thailand

Current research/teaching specializations: Service Marketing and Retailing, Travel, Leisure & Hospitality, Older-aged consumption, Environmental Influences on Customers

Recent publications: With Ipkin Anthony Wong (forthcoming), "If You Install It, Will They Use It? Understanding Why Hospitality Customers Take 'Technological Pauses' from Self-Service Technology," *Journal of Business Research*, selected for publication as part of Global Marketing Conference, Seoul, 2012; with Ipking Anthony Wong, "Green Marketing Programs as Strategic Initiatives in Hospitality," *Journal of Services Marketing* 29 (1), forthcoming (2015); with Jill Sweeney, and Carolyn Massiah, "The Restorative Potential of Senior Centers," *Managing Service Quality*, forthcoming (2015); with Wong, Ipkin A., "Beyond Hardcore Gambling: Understanding Why Mainland Chinese Visit Casinos in Macau," *Journal of Hospitality & Tourism Research* 36, 1 (2012)

Number of dissertations or theses supervised in past five years: 5

Distinctions: Recipient of \$200,000 National Science Foundation Award, along with Engineering, Chemistry, and Physics to design four marketing courses for a Nanotechnology Certificate Program at NIU.

Name: Alecia M. Santuzzi

Department/Tenure Status: Psychology/ Tenure-track

Education: NIMH Postdoctoral Fellowship, University of Illinois; Ph.D., Psychology, Tulane University; M.S., Psychological, Tulane University; B.A., Psychology, Ohio University.

Academic experience: 2009, Assistant Professor, NIU; 2006-2009, Assistant Professor, Syracuse University; 2001-2004, Course Instructor, Tulane University.

Overseas experience: none

Foreign language competence: French=2

Percent of time dedicated to area/international studies courses: Not applicable for this position

Area/international courses taught: Not applicable for this position

Current research/teaching specializations: Social-Organizational; Interpersonal appraisals and evaluations; metaperceptions; social stigma in work-related situations; job search and interview anxiety; social interaction in face-to-face and virtual groups; virtual organizations.

Recent publications: (2014) Social anxiety and the ironic effects of positive interviewer feedback. *Anxiety, Stress, and Coping* (In Press); Invisible disabilities: Unique challenges for employees and organizations. [Focal Article] *Journal of Industrial and Organizational Psychology: Perspectives on Science and Practice* ; (2014) Social support predicts daily mood and symptom reports in asthma and arthritis patients: An ecological momentary assessment study. *Psychology & Health*; (2013) Seeking re-employment in non-metropolitan America. *Journal of Employment Counseling*, 50(4); (2013) Trust and member satisfaction in a developing virtual organization: The roles of leader contact and experience with technology. *International Journal of Social and Organizational Dynamics in Information Technology*, 3(1), 32-46;

Number of dissertations or theses supervised in past five years: 7

Distinctions: 2014-18, Graduate Research Fellowship Program; 2012, CHHS Research Grant (PI). Northern Illinois University; 2009-11, Virtual Organizations as Sociotechnical Systems, National Science Foundation; 2008-09, Research Grant, Center for Health and Behavior, Syracuse University

Name: Tomoyuki Shibata

Department/Tenure Status: Department of Public Health / Tenure track

Education: Ph.D., Civil Engineering, University of Miami; M.Sc., Environmental Health and Safety, University of Miami, Coral Gables, FL; B.Sc., Azabu University, Sagamihara, Kanagawa, Japan.

Academic experience: Assistant Professor, Nursing & Health Studies, Public Health, NIU.

Overseas experience: Native of Japan; 2014, U.S.-Indonesia Partnership Program (USIPP), Yogyakarta.

Foreign language competence: Japanese = 5 (native)

Percent of time dedicated to area/international studies courses: Not applicable for this position

Area/international courses taught: Elements of Environmental Health; Water Quality; Problems and Issues of Environmental Health.

Current research/teaching specializations: Evaluations of environmental risk that potentially affect human health, especially children's health, Water and air quality research in Indonesia.

Recent publications: With Solo-Gabriele, H.M., and Hata, T. "Disaster Waste Characteristics and Radiation Distribution as a result of the Great East Japan Earthquake, *Environmental Science and Technology* 46, 7 (2012); with Solo-Gabriele, H.M., "Quantitative Microbial Risk Assessment of Human Illness from Exposure to Marine Beach Sand," *Environmental Science and Technology* 46 (2012); with Solo-Gabriele, H.M., Fleming, L.E., Cai, Y., and Townsend, T.G. "A Mass Balance Approach for Evaluating Leachable Arsenic and Chromium from an In-service CCA-treated Wood Structure. *Science of the Total Environment* 372 (2007); "Dislodgeable Arsenic from In-service CCA-treated Wood" IN *Environmental Impacts of Preservative Treated Wood*, Townsend T. and Solo-Gabriele H.M, eds. Boca Raton, FL: CRC Press, 2006.

Number of dissertations or theses supervised in past five years:

Distinctions: 2014, Workshop coordinating committee, U.S.-Indonesia Partnership Program (USIPP), U.S. Department of State, Bureau of Educational and Cultural Affairs

Name: Jim Wilson

Department/Tenure Status: Department of Geography / Tenure track

Education: Ph.D., University of North Carolina – Chapel Hill, M.A., Medical Geography, University of North Carolina, B.A., Anthropology, University of Washington

Academic experience: Assistant Professor, Geography, NIU.

Overseas experience: None

Foreign language competence: None

Percent of time dedicated to area/international studies courses: Not applicable for this position

Area/international courses taught: Environment & Society, Maps and Mapping, The Geography of Health, The Geography of Health, Geography Seminar

Current research/teaching specializations: Geography of Health and Population, Rural and Historical Geography, Water and Air Quality in Relation to Public Health Research in Indonesia

Recent publications: With Jim Mitchell, “Topography, Culture Areas, and Integration of Retired Migrants in a Coastal North Carolina County,” *Journal of Applied Gerontology* 30, 2 (2011); with CJ Mansfield, “Disease, Death, and the Body Politic: An Areal Interpolation Example for Political Epidemiology,” *International Journal of Applied Geospatial Research* 1, 3 (2010); with Jilcott, S., Liu, H., Moore, J., Bethel, and Ammerman, A. “Commuter Times, Food Retail Gaps, and Weight Status in Rural and Urban North Carolina Counties,” *Preventing Chronic Disease* 7, 5 (2010); with CJ Mansfield “Disease, Death, and the Body Politic: an Areal Interpolation Example for Political Epidemiology,” *International Journal of Applied Geospatial Research* 1, 3 (2010)

Number of dissertations or theses supervised in past five years: None

APPENDIX 3 - Course List

Course #	Course Title	Instructor	%SEA Content	Credit Hours	Fall 2012 Ugrad	Fall 2012 Grad	Enrollments		Fall 2013 Offered in	Spring 2013 Offered in	Fall 2013 Offered	Spring 2014 Offered in	Fall 2014 Offered	Spring 2015 Offered
							Ugrad	Grad						
COMMUNICATIONS														
COMS 454	Transnational Communication & Media	Chang	25	3			1					X		
ECONOMICS														
ECON 370B	Current Econ Issues: Income Distrib. & Poverty	Slotsvce	25	3								X		
ECON 443	Economic Development	Martellaro	25	3										
EDUCATION														
CAHA 561	Human Resource Development	Zheng	30	3										
CAHA 660	International Adult Education	Jeria	25	3										
EPPE 530	Comparative/International Education	Shimizu	25	3									X	
LTC 501	Multicultural Education: Methods and Materials	Daniel	25	3						X	X	X	X	
LTLA 362	Children's Lit in a Multicultural Society	Various	25	3		62				X	X	X	X	
TLCI 551	Environmental Education Theory and Practice	Daudi	25	3										
FAMILY, CONSUMER & NUTRITION SCIENCES														
FCNS 384	Asian American Families	Champion	50	3		35					X	X	X	
FCNS 424	Cultural and National Food Patterns	Quinn/Barrett	25	3		1				X		X	X	
FOREIGN LANGUAGES AND LITERATURES														
FLBU 103	Beginning Burmese I	Than	100	5		18				X		X	X	
FLBU 104	Beginning Burmese II	Than	100	5						X		X	X	
FLBU 203	Intermediate Burmese I	Than	100	5						X		X	X	
FLBU 204	Intermediate Burmese II	Than	100	5		2				X		X	X	
FLST 381	Special Studies in Language I: Advanced Burmese	Than	100	3						X		X	X	
FLST 382	Special Studies in Language II: Advanced Burmese	Than	100	3						X		X	X	
FLST 481	Special Topics in Literature I: Advanced Burmese	Than	100	3						X		X	X	
FLST 482	Special Topics in Literature I: Advanced Burmese	Than	100	3						X		X	X	
FLCH 101	Beginning Chinese I	Ryder		3		24				X		X	X	

APPENDIX 3 - Course List

Course #	Course Title	Instructor	%SEA Content	Credit Hours	Enrollments					Were Offered in Fall 2013	Were Offered in Spring 2014	To Be Offered Fall 2014	To Be Offered Spring 2015
					Fall 2012 Ugrad	Fall 2012 Grad	Spring 2013 Ugrad	Spring 2013 Grad					
FLCH 102	Beginning Chinese II	Ryder		3			15					X	
FLCH 201	Intermediate Chinese I	Ryder		3	15	1				X		X	
FLCH 202	Intermediate Chinese II	Ryder		3			13			X		X	
FLIN 103	Beginning Indonesian I	Henry		5	21	2	18			X		X	
FLIN 104	Beginning Indonesian II	Henry		5						X		X	
FLIN 203	Intermediate Indonesian I	Henry		5		4				X		X	
FLIN 204	Intermediate Indonesian II	Henry		5						X		X	
FLST 381	Special Studies in Language I: Advanced Indonesian	Henry		3	1					X		X	
FLST 382	Special Studies in Language II: Advanced Indonesia	Henry		3			1			X		X	
FLST 481	Special Topics in Literature I: Advanced Indonesian	Henry		3						X		X	
FLST 482	Special Topics in Literature: Advanced Indonesian	Henry		3						X		X	
FLIN 421	Intro to Indonesian Literature	Henry		3									
FLIS 481	Independent Study in a FORL: Indonesian	Henry		3									
FLST 181	Special Studies in Language I: Beginning Khmer	Leang		5	12	1				X		X	
FLST 182	Special Studies in Language II: Beginning Khmer	Leang		5			11			X		X	
FLST 381	Special Studies in Language I: Intermediate Khmer	Leang		5						X		X	
FLST 382	Special Studies in Language II: Intermediate Khmer	Leang		5						X		X	
FLST 481	Special Topics in Literature I: Advanced Khmer	Leang		3		1				X		X	
FLST 482	Special Topics in Literature II: Advanced Khmer	Leang		3						X		X	
FLST 181	Special Studies in Language I: Beginning Malay	Sim		5	10								
FLST 182	Special Studies in Language II: Beginning Malay	Sim		5			9						
FLST 281	Special Studies in Language I: Intermediate Malay	Sim		3	2	1							
FLST 282	Special Studies in Language II: Intermediate Malay	Sim		3			1						
FLST 381	Special Studies in Language I: Advanced Malay	Sim		3		2							
FLST 382	Special Studies in Language II: Advanced Malay	Sim		3	1		1						
FLTA 103	Beginning Tagalog I	Crail		5	24					X		X	
FLTA 104	Beginning Tagalog II	Crail		5			21			X		X	
FLTA 203	Intermediate Tagalog I	Crail		3		1				X		X	
FLTA 204	Intermediate Tagalog II	Crail		3			1			X		X	
FLST 381	Special Studies in Language I: Advanced Tagalog	Crail		3						X		X	
FLST 382	Special Studies in Language II: Advanced Tagalog	Crail		3			1			X		X	
FLST 481	Special Topics in Literature I: Advanced Tagalog	Crail		3						X		X	
FLST 482	Special Topics in Literature: Advanced Tagalog	Crail		3						X		X	
FLST 581	Special Topics in Literature: Tagalog Literature	Crail		3		4						X	
FLTH 103	Beginning Thai I	Hartmann		5	25					X		X	

APPENDIX 3 - Course List

Course #	Course Title	Instructor	%SEA Content	Credit Hours	Enrollments					Were Offered in Fall 2013	Were Offered in Spring 2014	To Be Offered Fall 2014	To Be Offered Spring 2015
					Fall 2012	Spring 2013	Fall 2012	Spring 2013	Spring 2013				
FLTH 104	Beginning Thai II	Hartmann	100	5			22					X	
FLTH 203	Intermediate Thai II	Hartmann	100	5	3							X	
FLTH 204	Intermediate Thai II	Hartmann	100	5		3						X	
FLST 381	Special Studies in Language I: Advanced Thai	Hartmann	100	3								X	
FLST 382	Special Studies in Language II: Advanced Thai	Hartmann	100	3		1						X	
FLST 481	Special Topics in Literature I: Advanced Thai	Hartmann	100	3								X	
FLST 482	Special Topics in Literature: Advanced Thai	Hartmann	100	3								X	
FLST 483	Special Topics in Linguistics: Advanced Thai	Hartmann	100	3								X	
FLST 382	Special Studies in Language II: Censorship & Lit.	Than	100	3			3						
FLST 482	Special Studies in Language II: Censorship & Lit.	Than	100	3			1						
FLST 582	Special Studies in Language II: Censorship & Lit.	Than	100	3				1					
<u>GEOGRAPHY</u>													
GEOG 204	Geography of Economic Activities	Wang	25	3								X	
GEOG 338	Geography of Asia	Wang/Luo	50	3									
GEOG 390	Topics in Geography	Wang/Luo	25-100	3									
GEOG 408	Tropical Environmental Hazards	Bentley	25	3	24								
GEOG 491	Undergrad Research in Geography	Wang/Luo	25-100	3									
GEOG 498	Seminar in Current Problems: SE Asia Environ., Meteorology & Climatology	Bentley	100	3									
GEOG 508	Tropical Environmental Hazards	Bentley	25	3			3						
GEOG 758	Readings in Geography	Wang/Luo	25-100	3								X	
GEOG 771	Independent Research	Wang/Luo	25-100	3									
<u>HISTORY</u>													
HIST 140	Asia to 1500	Andrew	40	3	50							X	
HIST 141	Asia Since 1500	Jacobsen	40	3			17						
HIST 319	The Early Islamic World	Garver	30	3									
HIST 342	History of Southeast Asia to ca. 1800	Beemer	100	3									
HIST 343	History of Southeast Asia since ca. 1800	Jones	100	3	18							X	
HIST 346	Women in Asian History	Atkins	50	3									
HIST 378	Asian American History	Posadas	35	3									
HIST 387	History of Genocide	Bowers	30	3			23					X	

APPENDIX 3 - Course List

Course #	Course Title	Instructor	%SEA Content	Credit Hours	Fall 2012 Ugrad	Fall 2012 Grad	Enrollments			Fall 2013 Offered in	Spring 2014 Offered in	Fall 2014 Offered	Spring 2015 Offered	
							Spring 2013 Ugrad	Spring 2013 Grad	Spring 2014 Grad					
HIST 446	History of Thailand	SEA Faculty	100	3										
HIST 447	History of Burma	Jones	100	3	18	1							X	
HIST 448	History of Indonesia	Jones	100	3									X	
HIST 449	History of Malaysia and Singapore	Jones	100	3										
HIST 469	The Vietnam War	Jacobson/Amc	50	3				27						
HIST 470	America and Asia	Jones/Andrew	50	3	14								X	
HIST 475	The US and SEA and the Indian Subcontinent	Clymer	50	3	4									
HIST 475Honors	The US and SEA and the Indian Subcontinent	Clymer	50	3	1									
HIST 490I	Special Topics in History: Asian	SEA Faculty	25-100	3									X	
HIST 493	Independent Study	SEA Faculty	25-100	3									X	
HIST 542	History of Buddhist Southeast Asia	SEA Faculty	100	3										
HIST 543	History of Islamic Southeast Asia	SEA Faculty	100	3										
HIST 546	History of Thailand	SEA Faculty	100	3										
HIST 547	History of Burma	SEA Faculty	299	3										
HIST 548	History of Indonesia	Jones	100	3										
HIST 549	History of Malaysia and Singapore	SEA Faculty	50	3										
HIST 560	Reading Seminar in Asian History	SEA Faculty	50	3										
HIST 569	The Vietnam War	Jacobson/Amc	50	3										
HIST 570	America and Asia	Jones/Andrew	50	3		3							X	
HIST 575	The US and SEA and the Indian Subcontinent	Clymer	50	3		3								
HIST 660	Reading Seminar in Asian History	Clymer/Jones	26-100	3		1							X	
HIST 680	Reading Seminar in Global History	Clymer	100	3		1							X	
HIST 699	Master's Thesis	SEA Faculty	100	Varied										
HIST 736	Independent Study (Asian History)	SEA Faculty	100	Varied		6							X	
HIST 756	Directed Research (Asian History)	SEA Faculty	100	Varied		2							X	
HIST 760	Research Seminar in Asian History	SEA Faculty	100	3		2							X	
HIST 799	Dissertation	SEA Faculty	100	Varied		3							X	
INTERDISCIPLINARY														
ILAS 170	World Religions		25	3										
ILAS 225/SEAS 225	S.E. Asia: Crossroads of the World	SEA Faculty	100	3	53			24					X	X
ILAS 490/590	Advanced Topics on Southeast Asia: Seeing SEA Through Film and Media	SEA Faculty	100	3				10					X	X
SEAS 625	Southeast Asia: A Multidisciplinary Perspective	Jacobson	100	3									X	
ILAS 691	Seminar in Southeast Asian Studies: Khmer	Leang	100	5							1			X

APPENDIX 3 - Course List

Course #	Course Title	Instructor	Content	Hours	Enrollments					Were Offered in Fall 2013	Were Offered in Spring 2014	To Be Offered Fall 2014	To Be Offered Spring 2015
					% SEA	Fall 2012	Spring 2012	Spring 2013	Spring 2013				
JOURNALISM													
JOUR 454	Transnational Communication & Media	Chang	25	3									
JOUR 482	International News Communication	Semati	35	3	14								X
MANAGEMENT													
MGMT 635	Organizational Behavior & Leadership	Briscoe/Subra	25	3						X		X	
MARKETING													
MKTG 367	Principles of Global Marketing	Various	25	3						X			X
ELC	Identification of Critical People/Cultural Aspects	Rosenbaum											X
MUSIC													
MUHL 220	Introduction to Music: World Music	Wang	25	3	58							52	
MUSC 325	Introduction to World Music II	Wang	25	3									
MUHL 326X	Survey of World Music	Wang	25	3	9								X
	Cross-listed with ANTH 326X												
MUSE 370	Gamelan	Wang	100	1								5	
MUHL 431	Music of Southeast Asia	Wang	100	3	6								
MUHL 531	Music of Southeast Asia	Wang	100	3				3					
MUSE 670	Gamelan	Wang	100	1						5			X
MUHL 626	Survey of World Music	Wang	25	3				11					
MUHL 798	Selected Studies in Music History and Literature: Indonesian Music & Islam Study	Wang	100	3				1					
NURSING													
NURS 615	Diversity Within Community Health Systems	Papadimitriou	25	3				25			34		X
POLITICAL SCIENCE													
POLS 260	Foreign & Comparative Politics	SEA Faculty	25	3	49							75	
POLS 260Honors	Foreign & Comparative Politics	Hamayotsu	25	3	3								
POLS 285	Introduction to International Relations	SEA Faculty	25	3	24								X
POLS 362	Politics of Developing Areas	SEA Faculty	50-90	3	26								X
POLS 365	Origins of Political Order	Buehler	90	3	22			1				20	

APPENDIX 3 - Course List

Course #	Course Title	Instructor	% SEA Content	Credit Hours	Enrollments					Were		Were		To Be		
					Fall 2012	Fall 2012	Spring 2013	Spring 2013	Grad	Ugrad	Grad	Ugrad	Grad	Ugrad	Grad	Ugrad
POLS365 Honors	Origins of Political Order	Buehler	90	3												
POLS 371	Politics in Southeast Asia	Buehler/Unger	100	3	13				2						X	
POLS 371 Honors	Politics in Southeast Asia	Buehler	100	3	4											
POLS 376	Political Violence: Political Terrorism	Hamayotsu	30	3	28											
POLS 378	Political Islam	Hamayotsu	30	3											X	
POLS 395	Contemporary Topics in POLS: State Formation & State Society Relations in SEA	Buehler	100	3												
POLS 495	Seminar in Current Problems	SEA Faculty	25-100	3												
POLS 496	Independent Study in Political Science	SEA Faculty	25-100	1 to 6												
POLS 562	Seminar in Political Culture: Politics in SEA	SEA Faculty	100	3												
POLS 567/667	Seminar in Political Development	Hamayotsu	100	3												
POLS 668	Seminar in Political Economy of Developing Area	Unger	40	3					15							
POLS 570	Reading Seminar: SE Asian Politics	SEA Faculty	100	3												
POLS 573N/673N	Foreign Area Politics: Thailand	Unger	100	3												
POLS 573R	Foreign Area Politics: Indonesia	SEA Faculty	100	3												
POLS 575	Comparative Political Institutions & Processes	Schmidt	25	3												
POLS 587	SEA and International Politics	SEA Faculty	100	3					7							
POLS 602	Research Sem: Comp & Intl Politics	SEA Faculty	90-100	3												
POLS 665	Origins of Political Order	Buehler	90	3								X				
POLS 690	Political Science Research	SEA Faculty	100	3					5			X		X		
POLS 699	Thesis	SEA Faculty	50-100	5					2			X		X		
POLS 672	Topics in Comparative Politics: State & Illegality in Southeast Asia	Buehler	100	3					1							
POLS 696	Independent Study	SEA Faculty	25-100	1 to 6											X	
POLS 799A	Dissertation	SEA Faculty	100	3 to 9					3			X		X		

NOTE: The 25-100% Southeast Asian content is based upon student's individual research.

APPENDIX 3 - Course List

Course #	Course Title	Instructor	% SEA	Credit	Enrollments					Were Offered in	Were Offered in	To Be Offered	To Be Offered
					Fall 2012	Fall 2012	Spring 2013	Spring 2013	Fall 2013				
					Ugrad	Grad	Ugrad	Grad	Fall 2013	Spring 2014	Fall 2014	Spring 2015	

Departments have not done course assignments for Spring 2015. Other than the courses that are offered on a regular basis every semester, we are not able at this time to designate all courses that will be taught in that semester.



Elgin
Community
College

President
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Our Mission
To Improve People's Lives
Through Learning

Office of the President

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June 18, 2014

Judy Ledgerwood, PhD
Director, Center for Southeast Asian Studies
Professor, Dept. of Anthropology
Northern Illinois University
DeKalb, IL 60115

Dear Dr. Ledgerwood:

Elgin Community College is committed to fully participate in the activities proposed in your renewal application to the U.S. Department of Education for a National Resource Center and Foreign Language and Area Studies Fellowships Program grant for the Center for Southeast Asian Studies.

Activities are expected to include: attending events at each other's institutions and other area colleges; faculty participating in an interdisciplinary, multi-country study abroad program; faculty attending workshops on enhancing global/international studies courses in Southeast Asian content; and encouraging students to consider distance learning classes in the Southeast Asian languages offered by Northern Illinois University (NIU).

Elgin Community College is looking forward to collaborating with NIU's Center for Southeast Asian Studies.

Sincerely,

David Sam, PhD, JD, LLM
President

Community College District 509 Board of Trustees

Donna Redmer, EdD, *Chair*

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Joel Severson, *Student Trustee*



International Studies and Programs
William Rainey Harper College
1200 West Algonquin Road
Palatine, IL 60067

Dr. Judy Ledgerwood
Director, Center for Southeast Asian Studies
Professor, Dept. of Anthropology
Northern Illinois University
DeKalb, IL 60115

June 23, 2014

Dear Dr. Ledgerwood,

Harper College has had a vigorous international education program since 1995, when a faculty coordinator was first appointed to oversee campus programming. Since that time, International Studies and Programs has grown to include outreach activities, faculty development and curriculum infusion workshops, a formal lecture series, faculty exchanges with international institutions, and a variety of study abroad and service-learning programs.

International Studies and Programs at Harper College wholeheartedly endorses the application for a Title VI NRC grant by the Center for Southeast Asian Studies at Northern Illinois University and would eagerly participate in a number of the outreach activities proposed by the grant. We envision a number of intersections with those activities. Faculty professional development is a principal focus of Harper College's internationalization efforts. Harper faculty have participated in several of CSEAS's Teaching SEA to Undergraduates over the past ten years. The establishment of a fund to subsidize faculty participation in such programs will have a positive impact on Harper College faculty participating in such programs. We will also be hosting a series of workshops over the next two years on peace-building, focusing on obstacles to peace, life after war, and careers in peace-building using case studies from across the globe, including SEA. NIU faculty with experience and expertise in this area will be among the presenters at these workshops. In 2015, our annual International Education Summit will feature presenters on curriculum development with a focus on peace-building. The advent of Harper College's new Faculty Professional Development International Seminar, which takes faculty overseas on a regular basis, coincides with grant's proposal to develop opportunities for faculty to travel to SEA. During the course of the grant, Harper College's regional focus for international education will shift to SEA, and the possibility of travel to the region will enhance the College's focus on faculty development. Harper College's goal of intentional faculty development in international education will benefit immensely from the activities proposed in this grant.

We look forward to the opportunity of working together with the Center for Southeast Asian Studies at Northern Illinois University to fulfill the unique and exciting opportunities afforded by their Title VI NRC grant.

Sincerely,

Richard F. Johnson, Ph.D.
Coordinator



WAUBONSEE
COMMUNITY COLLEGE

June 16, 2014

Judy Ledgerwood
Director, Center for Southeast Asian Studies
Professor, Dept. of Anthropology
Northern Illinois University
DeKalb, IL 60115

Dear Dr. Ledgerwood,

Waubonsee Community College is writing to express its support of Northern Illinois University's (NIU)'s application for the Title VI grant funded through the International and Foreign Language Education (IFLE) office of the Department of Education. The award of this grant would provide Waubonsee Community College the opportunity to collaborate with NIU to provide students and faculty with the opportunity for enhanced learning and professional development including conferences, speakers, films and workshops for faculty.

Waubonsee Community College and NIU have a history of support and collaboration on initiatives designed to facilitate the successful outcomes of its students and faculty. The college encourages NIU in its collaborative efforts to work with area community colleges to develop relationships that will benefit all of our students and faculty.

Sincerely,

Christine J. Sobek, Ed.D.
President

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